

# **Teacher Relocation and Teaching Quality:**

An examination of the impact of  
teacher relocation on teachers, their  
work and their quality of teaching.

by

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This thesis contains no material which has been accepted for a degree or diploma by the University or any other institution, except by way of background information and duly acknowledged in the thesis, and, to the best of my knowledge and belief, it contains no material previously published or written by another person except where due acknowledgement is made in the text of the thesis.

A handwritten signature in cursive script that reads "Trudy Cowley". The letters are fluidly connected, with a prominent loop at the end of the word "Cowley".

Trudy Mae Cowley

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*Trudy Cowley*

Trudy Mae Cowley

For my mother, who was there at the beginning, but not at the end.  
Rest in peace.



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## Abstract

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Since the introduction of a transfer policy for Tasmanian state school teachers in 1994, many teachers have been required to relocate between schools throughout the state. Teachers' placements have been reviewed after five (or sometimes three) years in order to provide equity of staffing in all schools, including those in isolated locations and low socio-economic areas. In addition, teachers have continued to be relocated due to promotion.

The focus of this study was to determine the impact of relocation, whether it be due to the Transfer Policy or promotion, on teachers, their work and their quality of teaching. To provide a theoretical framework for the part of the research concerned with teacher quality, models of the development of teacher expertise and the high quality teacher were developed from the literature, principally from the work on teacher expertise conducted by Berliner and colleagues.

In comparison to the extensive literature on teacher expertise and teacher quality, minimal research has been conducted in the area of teacher relocation, and most of this has focused on the reasons for teacher relocation and its implications for staffing. However, a handful of international studies have investigated the outcomes of teacher transfer, but mostly these have been small, qualitative studies based solely on interview data. Only one study (Bullough & Baughman, 1995a) was found which combined the two areas of teacher expertise and teacher relocation—it involved a case study of one teacher. Therefore, in-depth research into the interactions between teacher relocation and teacher quality was warranted and has been provided by this study.

There were two phases to this study—a mainly qualitative phase (phase I) and a mainly quantitative phase (phase II). Phase I involved case studies of seven relocated teachers. The case studies included teacher observations, teacher interviews, teacher self-ratings and student surveys conducted both prior to and subsequent to relocation. The data collected during phase I provided a framework for the study and were used to inform the development of the questionnaire which was used in phase II of the study. Tasmanian state school teachers who relocated either due to promotion or the Transfer

Policy in 1995/96 or 1996/97 were surveyed in phase II. A response rate of 65 percent (n=360) was achieved and represented approximately one-third of the target population. Thus, the study involved in-depth coverage of the research focus in phase I and broad coverage in phase II. Consequently, the findings of the research were reliable, valid and generalisable.

The results of the study indicated relocation impacts on teachers, their work and their quality of teaching in various ways dependent upon individual teachers and their circumstances. Many changes in context occur upon relocation, including changes in school environment and culture (eg, location, student demographic), changes in teachers' professional lives (eg, grade level, subject area) and changes in teachers' personal lives (eg, travelling distance to work, residence). Teachers react to these changes in different ways.

The impact of relocation on teachers' personal lives resulted in changes in self-confidence, self-esteem, family situation, stress levels and health, either for better or for worse. Professionally, relocated teachers required time to settle in and establish themselves at their new school. In addition, relocated teachers were often on a steep learning curve and, for many, their teaching was modernised and revitalised as a result of relocation. Regarding the impact of relocation on teachers' quality of teaching, the majority of relocated teachers experienced an initial drop in their level of teaching quality upon relocation, but this was regained over time such that their original level of teaching quality was attained or extended after relocation. Relocated teachers who regained their quality of teaching quickly, or indeed, extended their quality of teaching or did not experience an initial drop, were more likely to have been provided with appropriate support.

Appropriate support is necessary to minimise the negative impacts and to maximise the positive impacts of relocation on teachers, their work and their quality of teaching. Appropriate support is best provided by the system, schools and school staff in order to assist relocated teachers to adapt to their new school context. With appropriate support, relocation can reinvigorate and broaden teachers' teaching as they grow and learn from the relocation experience. However, the opposite is also true.

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## Glossary

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|           |   |
|-----------|---|
| A         | Agree   |
| AEU       | Australian Education Union  |
| AP        | Assistant Principal   |
| AST1      | Advanced Skills Teacher 1   |
| AST2      | Advanced Skills Teacher 2   |
| AST3      | Advanced Skills Teacher 3   |
| CE Survey | Classroom Environment Survey  |
| CES       | Classroom Environment Scale   |
| COS       | Classroom Observation Schedule  |
| D         | Disagree  |
| DEA       | Department of Education and the Arts (Tasmanian state department of education, pre February 1996)   |
| DECCD     | Department of Education, Community and Cultural Development (Tasmanian state department of education, February 1996 to May 1998)            |
| DEET      | Department of Employment, Education and Training (federal department of education, pre April 1996)  |
| DEETYA    | Department of Employment, Education, Training and Youth Affairs (federal department of education, April 1996 to October 1998)               |
| DETCCD    | Department of Education, Training, Community and Cultural Development (Tasmanian state department of education, May 1998 to September 1998) |
| DETYA     | Department of Education, Training and Youth Affairs (federal department of education, post October 1998)                                    |
| DHS       | District High School  |
| DoE       | Department of Education (Tasmanian state department of education, post September 1998)  |
| FTE       | Full-Time Equivalent  |
| HS        | High School   |
| HSC       | Higher School Certificate   |



|           |   |
|-----------|---|
| info tech | information technology                              |
| KILOs     | Key Intended Literacy Outcomes                      |
| KINOs     | Key Intended Numeracy Outcomes                      |
| LOTE      | Languages Other Than English                        |
| LSL       | Long Service Leave                                  |
| Macs      | Macintosh Computers                                 |
| MDT       | Materials, Design and Technology                    |
| MS        | Microsoft   |
| N         | Neither Disagree nor Agree                          |
| NESB      | Non-English Speaking Background                     |
| P         | Principal   |
| PC        | Personal Computer (usually referring to IBM clones) |
| PD        | Professional Development                            |
| PR        | Public Relations                                    |
| PS        | Primary School                                      |
| QSR       | Qualitative Solutions and Research                  |
| SA        | Strongly Agree                                      |
| SD        | Strongly Disagree                                   |
| SOSE      | Studies of Society and the Environment              |
| SRC       | Student Representative Council                      |
| TCE       | Tasmanian Certificate of Education                  |
| TPT       | Temporarily Placed Teacher                          |

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## Preface

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For me, choosing a research topic was one of the most difficult parts of this study. I felt it was important to choose something that would hold my interest, would be researchable and would contribute importantly to the field of education. I discarded several ideas before finding something I found interesting, researchable and important.

At the end of 1993 I visited a local high school. In conversation with the Assistant Principal I learnt over half of the current staff at that school would be relocating to a new school at the beginning of the 1994 school year. I wondered, What impact would this have on the quality of teaching and learning at this school in 1994 and subsequent years?

From this beginning, an initial research question developed, What is the impact of teacher relocation between schools on teaching and learning in schools? However, this research question was too broad, it needed to be more focused. Early in 1994 I attended a seminar given by David Berliner. He suggested in his seminar that expert teachers (as he defined them) would find relocation between schools problematic because their expertise is context dependent. I used this hypothesis to focus my research. However, instead of solely focusing on expert teachers, teachers at different levels of expertise were considered with the focus becoming an investigation of the impact of relocation on the quality of teaching of teachers at different levels of expertise.

A literature search in the areas of teacher relocation and its interaction with teacher quality, and more specifically teacher expertise, indicated there was a dearth of information/research in these areas. Thus, my doctoral thesis was born!

# CHAPTER 1

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## Introduction

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This chapter provides an introduction to the research project—terms are defined, the focus of the research is discussed, an overview of the methodology is presented, the context for the research is described, the rationale for the research is outlined, and protocols adopted during the research are detailed.

This thesis brings together two areas of research on teaching and teachers—research on teacher relocation and research on teacher quality. It explores the connection between these two areas by addressing the research question: **What impact does relocation between schools have on teachers, their work and, in particular, their quality of teaching?** This research question was suggested first by the introduction in 1994 of a new transfer policy by the education department in the state of Tasmania, Australia, and second by postulates from Berliner that teacher expertise is context dependent and “this raises problems for transfer” (Berliner, 1994, p 168). That is, Berliner believed teacher expertise—an attribute of teacher quality—is impacted on by teacher relocation. This research explored the relationship between teacher relocation and teacher expertise / teacher quality.

Before the focus of this research is outlined in more detail, definitions of terms used are presented in order to provide a context within which the outline and arguments of this thesis can be presented.

### DEFINITIONS OF TERMS

Several of the terms used in this thesis have particular meanings within this context. They are explained here in order to avoid misinterpretation of their meanings as, in some cases, they are ill-defined or used loosely elsewhere. It must be noted, however, that terms used in quotations may not necessarily match those defined here as their original usage is preserved in these cases.

For the purposes of this research, the term *teacher relocation* refers to any permanent movement of a teacher between schools, whereas the more specific term *teacher*

*transfer* refers to any teacher relocation which is the result of a transfer policy. The more general term *teacher transition* refers to any move of a teacher from one state, stage or context to another (adapted from Krebs, 1995). Thus, *teacher transition* incorporates *teacher relocation* which in turn incorporates *teacher transfer*. The term *teacher reassignment* refers to the movement of a teacher from one assignment to another and may involve transfer. *Teacher reassignment* can incorporate *teacher promotion* which involves the reassignment of a teacher to a position of higher responsibility, either in an acting capacity or due to appointment. However, *teacher reassignment* also simply can mean reassignment to a new subject area within the same school. *Teacher reassignment* (and thus *teacher promotion*), like *teacher relocation*, is incorporated by the term *teacher transition*.

In other research literature, what here is termed *teacher relocation* has been referred to as *teacher mobility* (eg, Hatton, Watson, Squires & Soliman, 1991), what here is termed *teacher transfer* has been referred to as *teacher horizontal mobility* (eg, Maclean, 1991; Meyenn, Sinclair & Squires, 1991), and what here is termed *teacher promotion* has been referred to as *teacher vertical mobility* (eg, Maclean, 1991; Meyenn et al, 1991). The terms *teacher transfer*, *teacher relocation* and *teacher transition* will be used here where appropriate except where other terms (eg, *teacher mobility*) are referred to specifically by an author.

The term *teachers' work* refers to the myriad tasks teachers perform as part of their duties, including lesson delivery, management, administration, assessment, professional development, co-curricula activities, planning and preparation, pastoral care / discipline, and curriculum design. This work can be performed both within and without the classroom and the school.

The term *teacher quality* (or *quality of teaching*) is used in this research to denote a qualitative (and subjective) performance measure of teachers' work. *Teacher quality* can range from low to high. (See Chapter 5, Teacher Quality from page 152 for a more in-depth account of teacher quality.) The term *teacher effectiveness* is avoided because it has connotations of process-product research which judged teacher performance on student outcomes. This research takes a broader view of teacher performance, thus the concept of *teacher effectiveness* was deemed insufficient. In an attempt to distance the concept of *quality of teaching* from process-product research, the literature on *teacher expertise* was reviewed. The term *teacher expertise* is a more specific term than *teacher quality* and refers, after Berliner, to the level of quality of teaching a teacher has reached on a continuum from novice, through advanced beginner, competent and proficient, to expert (Berliner, 1994). (See Chapter 2, Stages of Development for Teacher Expertise from page 44 for further explication of the

novice to expert continuum and definitions of the five stages of expertise.) Thus, teachers towards the novice end of the continuum are teachers of low quality and teachers towards the expert end of the continuum are teachers of high quality. As mentioned previously, the term *effective teacher* is not used as it has connotations of student outcomes. The term *experienced teacher* refers to teachers of at least 5 to 10 years of teaching experience.

The more general term *teacher quality* is preferred here over the more specific term *teacher expertise*<sup>1</sup> because much of the research on teacher expertise used the novice-expert paradigm to compare novice teachers with expert teachers and so define the characteristics of expert teachers. Furthermore, the concept of the expert teacher was ill-defined in many cases and in several studies targeted teachers with ten or more years of teaching experience that were not necessarily expert, but may have been only proficient (or even competent) (see Chapter 2 from page 15 and Chapter 5 from page 152 for further discussion on this issue). Thus, many of these studies were best interpreted using the concepts of *teacher quality* and *high quality teacher* as opposed to *teacher expertise* and *expert teacher*. Hence, in this research, the term *high quality teacher* is used to denote teachers of high quality teaching (including expert teachers), the term *low quality teacher* is used to denote teachers of low quality teaching (including novice teachers), and the term *expert teacher* is reserved solely to refer to teachers defined as such by Berliner's novice to expert continuum (see Chapter 5, Teacher Quality from page 152 for more information).

## FOCUS OF THE RESEARCH

In order to answer the research question, What impact does relocation between schools have on teachers, their work and, in particular, their quality of teaching?, it was necessary to break the research question down into five sub-questions.

1. What changes in context occur during relocation from one school to another?
2. How does relocation between schools impact on teachers?
3. How does relocation between schools impact on teachers' work?
4. How does relocation between schools impact on teachers' quality of teaching?

---

<sup>1</sup> The original aim of this study was to investigate *expert teachers* but this proved difficult. An extended prototype model of the expert teacher was developed based on research in this area, but without models of the proficient, competent, advanced beginner and novice teachers, judging teachers as expert or otherwise proved impossible. Models of proficient, competent and advanced beginner teachers could not be developed since no research has been conducted which differentiates between these stages of development. However, the concepts of teacher quality and the quality teacher are based on the research into teacher expertise and expert teachers. The concept of the *quality teacher* is a more general version of the *expert teacher*.

5. What support structures assist relocated teachers to adapt quickly to their new school context?

An understanding of the possible changes in context which occur upon relocation enabled the context dependency of teacher quality and the impact of relocation on teachers and their work to be determined. When teachers are relocated from one school to another, the context within which their teaching occurs changes significantly. No longer are these teachers familiar with their environment, their colleagues, their students, their community, the available resources, the school routines and procedures, or the curriculum. If, as Berliner and others (Berliner, 1992a; Berliner, 1992b; Berliner, 1994; Bullough & Baughman, 1995a; Chi, Glaser & Farr, 1988; Ericsson, 1995; Ericsson & Charness, 1994; McLaughlin, Talbert & Bascia, 1990) have suggested, expertise is context dependent, then what are the implications of relocation between schools on teachers, their work and, in particular, their quality of teaching? Thus, research sub-question 1 was necessary to determine changes in context.

An in-depth understanding of how relocation between schools impacts on teachers was necessary because all teachers' experiences of relocation are different and all previous research in this area was conducted on a small scale (see Chapter 2, Work and Relocation from page 22). In addition, understanding how relocation impacts on teachers assists in understanding how it impacts on their work.

Research sub-question 3 was necessary to determine how changes in school context impact upon the many tasks teachers perform, including planning, lesson delivery, administration, pastoral care / discipline, management and assessment? Very little research has been conducted in this area, and all of it has been qualitative (see Chapter 2, Work and Relocation from page 22). An understanding of how relocation impacts on teachers' work also assists in understanding how it impacts on their quality of teaching.

As such, research sub-question 4 further extends sub-question 3, specifically focusing on the impact of relocation on the quality of teachers' work. It was asked in order to gain an understanding of how the relocation experience impacts on teacher quality and whether or not relocation is more problematic for high quality teachers than for low quality teachers. No substantial research formerly has been conducted in this area (see Chapter 2, Teacher Relocation and Teacher Quality from page 57).

Research sub-question 5 was concerned with identifying effective support structures which allow the opportunity for any deleterious effects of relocation on teachers, their work and their quality of teaching to be minimised and any beneficial effects to be maximised. Identifying appropriate support structures would allow recommendations

to be made on how best to support relocating teachers, thus enhancing the quality of teaching and learning occurring in schools.

Thus, answering the five sub-research questions would provide an in-depth and thorough answer to the main research question. In conjunction with these research sub-questions the following three hypotheses were formulated to be tested.

1. Teacher expertise is context dependent (Berliner, 1994, p 167), therefore relocation of high quality teachers (ie, teachers at the expert end of Berliner's novice to expert continuum) to a new school context will impact more negatively, at least initially, upon their quality of teaching than for low quality teachers.
2. Upon relocation, most teachers initially will experience a drop in their quality of teaching, but will learn and grow from this experience to eventually improve their overall quality of teaching.
3. Appropriate support structures will assist teachers to relocate effectively to their new school, thus enhancing their quality of teaching.

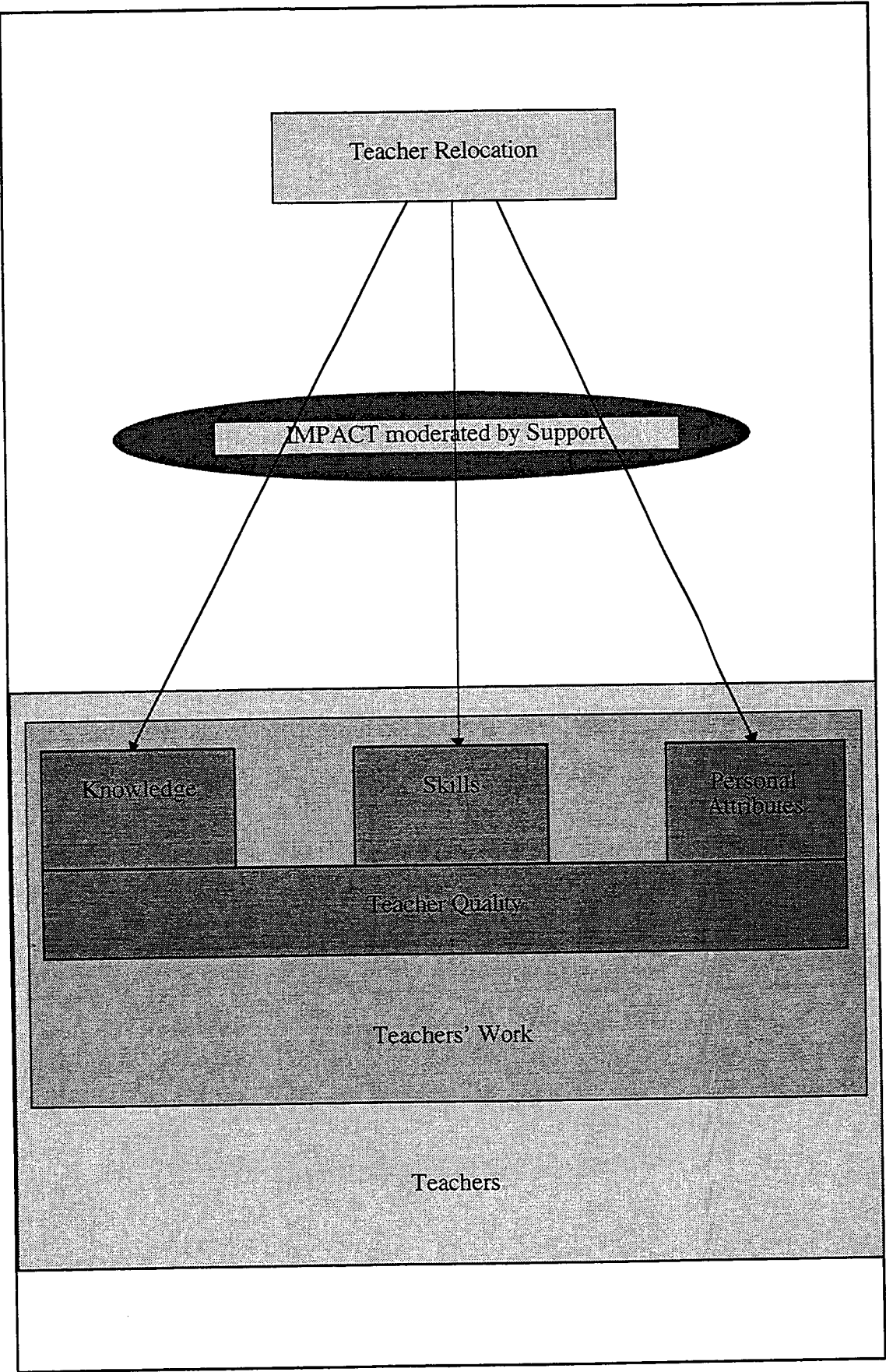
Hypothesis 1 related to research sub-questions 1 and 4, hypothesis 2 related to research sub-question 4, and hypothesis 3 related to research sub-questions 4 and 5. Thus, research sub-question 4 was the major focus of this research. The hypotheses were more specific than the research sub-questions. Hypothesis 1 was drawn from the postulates of Berliner. Hypotheses 2 and 3 were formulated as a result of reviewing the literature on teacher relocation (see Chapter 2, Teachers in Transition from page 25). They allowed theory to be tested.

The conceptual framework for this research is depicted in Figure 1.1 (see page 6). The impact of teacher relocation is moderated by support for relocated teachers. Teacher relocation impacts on teachers, teachers' work, and the three determinants of teacher quality—knowledge, skills and personal attributes (see Chapter 5, Teacher Quality from page 152 for further information on the determinants of teacher quality). The impact of relocation on teachers incorporates the impact on their work, and the impact on their work, in turn, incorporates the impact on their quality of teaching.

## **OUTLINE OF THE RESEARCH**

In order to address the research aims, answer the research question and sub-questions, and test the hypotheses, a two phase study was conducted involving both qualitative and quantitative research techniques. (For detail on the research methodology see Chapter 3 from page 62.)

Figure 1.1: Conceptual framework.





Phase I involved case studies of seven high quality, high school teachers. These were conducted in order to explore the teachers' thoughts about, reactions to, and experiences of the changes engendered by the relocation process. The impact of relocation on them, their work and their quality of teaching was observed and discussed. Support structures which facilitated the relocation process were noted. These case studies involved interviews, observations and student questionnaires both before and after relocation. The rich data gathered provided a framework for the second phase of the study.

Once the major implications of relocation on teachers and their teaching were identified from Phase I, a questionnaire was generated to survey Tasmanian state school teachers who relocated in 1995/96 or 1996/97 in an attempt to validate the findings from the case studies and to produce generalisable findings. Phase II of the study provided extensive data on the experiences and perceptions of relocated teachers, the impact of relocation on their teaching and teacher quality, and appropriate support structures for relocated teachers.

## CONTEXT OF THE RESEARCH

The research was conducted in state schools in Tasmania, Australia. Tasmania is an island state with a population of approximately 450,000 people and an area of approximately 68,000 square kilometres. The government school sector caters for students from kindergarten (ages 4-5 years) to grade 12 (ages 17-18 years). There are four main types of schools in the Tasmanian state education system: primary schools (grades K-6,  $n=146^2$ ); high schools (grades 7-10,  $n=33$ ); district high schools (grades K-10,  $n=25$ ); and senior secondary colleges (grades 11-12,  $n=8$ ). However, three isolated district high schools and two high schools also cater for grades 11 and 12 students. In addition, there are 19 special<sup>3</sup> or other (eg, distance) schools.

At the time of the study, Tasmania's schools were located in seven districts<sup>4</sup>. The districts varied in size and ranged from containing mostly isolated schools (eg, the district covering the west coast of Tasmania) to containing mostly urban schools (eg, the districts surrounding the capital, Hobart). Schools in isolated areas and schools in low socio-economic urban areas which are difficult to staff are classified by the department of education as category A schools; schools in less remote rural areas but which are more than 65 kilometres from an urban centre are classified as category B schools; all other schools (the so-called preferred schools) are classified as non-category A/B schools. Category A and category B schools comprise the non-preferred

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<sup>2</sup> These numbers were correct as at beginning of the 1997 school year.

<sup>3</sup> Special schools cater for students with disabilities.

schools. In Tasmania there is an inequitable distribution of non-preferred schools across the districts.

Teachers in Tasmanian schools can hold the following non-promoted teaching positions within the state school system, in order of rank: probationary/temporary teacher; permanent teacher; and Advanced Skills Teacher 1 (AST1). The rank of AST1 is earned through years of service and demonstration of excellence in teaching. Promoted positions which can be held, in order of rank, are: Advanced Skills Teacher 2 (AST2); Advanced Skills Teacher 3 (AST3); Assistant Principal (AP); and Principal (P). AST2 positions are restricted to primary and district high schools. Evidence of excellence in teaching must be demonstrated to be promoted to AST2, AST3, AP or principal.

Each education district has a superintendent and one assistant to the superintendent. The superintendents are responsible for implementing education department policies in their district. One of these policies is the recently introduced Transfer Policy.

### **Tasmania's Transfer Policy**

Teachers may relocate to a new school for many reasons, including promotion, change of home base, to gain more experience, to change sectors, or because it is required of them. Thus, teachers can relocate to a new school either voluntarily or involuntarily.

In Australia, the relocation of teachers between schools is an ongoing concern. Australia is a large country with a low population concentrated in coastal cities; as such, many schools in regional and inland areas of Australia find it difficult to attract and maintain quality and experienced staff, as do some of the more difficult-to-staff schools in urban areas. To help overcome these problems, most state education systems have instituted a transfer policy for state school teachers, requiring teachers, at times, to relocate to a new school. Some transfer policies, such as the points rating system in Queensland (Queensland Department of Education, 1993), offer incentives to teachers to transfer to non-preferred schools; other transfer policies do not offer incentives *per se*. One such example is the recently introduced transfer policy in Tasmania.

In May 1994, the Tasmanian state department of education (then the DEA<sup>5</sup>) implemented a transfer policy which applied to permanent state school teachers.

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<sup>4</sup> Two northern districts merged in early 1999.

<sup>5</sup> Prior to February 1996 the Tasmanian state department of education was known as the Department of Education and the Arts (DEA). From February 1996 to May 1998 it was known as the Department of Education, Community and Cultural Development (DECCD). From May 1998 to September 1998 it was known as the Department of Education, Training, Community and Cultural Development (DETCCD). Since September 1998 it has been known as the Department of Education (DoE). In this

Previous to this no transfer policy existed; any transfers were conducted under the auspices of a more general staffing policy. The DEA worked collaboratively with the teachers' union (Australian Education Union (AEU) Tasmania) in developing the Transfer Policy. During 1994 and 1995 the policy underwent revision and a revised version was implemented in 1995, again after collaboration with AEU Tasmania.<sup>6</sup> This implementation of the policy resulted in a first wave of teacher transfers between schools at the end of the 1994 school year.

The Transfer Policy was introduced, in part, to protect teachers from being transferred without a formalised process of review. However, it also aimed "to ensure that students in less favoured schools are not disadvantaged and that teachers in these schools are given the opportunity to teach in more favoured schools" (Department of Education and the Arts, 1995c, 1.2). The Department wished to provide an equitable distribution of teachers and quality of education across all schools in the state. They recognised that, "while there is a need for teachers to be transferred to meet system and individual needs, there is a need to ensure reasonable stability of teaching staff in schools for the benefit of students" (1995c, 2.1.6). Therefore, it was envisaged that no more than ten percent of a school's staff would be transferred in any one year.

Importantly, the number of relocations which have occurred across the state was consistent both before and after the introduction of the Transfer Policy; in 1996, 490 teachers were relocated; in 1995, 434 teachers were relocated; and in 1993, before the policy was introduced, 443 teachers were relocated (Wilsdon, 1997). These figures represented approximately ten to eleven percent of the teaching service being relocated in any one year.

The success of any policy, including the Transfer Policy, depends on its implementation. An overview of the implementation of the Transfer Policy is provided in the following section.

### **Implementation of the Transfer Policy**

The department of education's Director (Human and Personnel Services) is responsible for managing the implementation of the Transfer Policy and ensuring the policy is implemented equitably across all districts. Any decision to transfer a teacher must include discussions with the teacher, their principals and their district superintendent(s).

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thesis, unless there is a need for specificity, the department will be known generally as the *department of education*.

<sup>6</sup> Note that the Transfer Policy is under review in 1999 by the department of education due to a change of state government.

In 1994 through 1996 it was the district superintendents and their assistants who were responsible for implementing the policy and undertaking assignment reviews within their district. Initially, there were some problems with the implementation of the policy. A circular from the AEU in May 1996 noted “It is increasingly evident that the implementation of the Review Process is creating high levels of stress and symptoms of distress” (p 1). The circular went on to outline to teachers how they should prepare for their assignment review and to remind teachers that “An assignment review does not mean a transfer. Far fewer than half the people reviewed in 1995 were transferred” (1996, p 1).

In 1996, the assistants to the superintendents collaboratively developed a paper, *Annual Staffing Process Statewide Implementation Guidelines* (Department of Education, Community & Cultural Development, 1997), the objective of which was to ensure more successful implementation of the Transfer Policy from 1997 onwards. The paper outlined implementation of the policy within the broader structure of overall staffing of Tasmanian state schools.

The assistants to the superintendents agreed the initial method of reviewing teachers for transfer was very time-consuming and burdensome on district office personnel. This problem occurred because of the large number of teachers up for review each year. Thus, the assistants decided to include principals in the review process, proposing in their guidelines that principals take over some of the roles the assistants performed in implementing the policy. The paper recommended three ‘review’ components: teacher self review; principal review of teacher assignments; and district superintendent review of staffing (Department of Education, Community & Cultural Development, 1997).

In its final form, the Transfer Policy set out separate guidelines for review of assignment for teachers in promoted teaching positions (ie, Principal, Assistant Principal, AST3 and AST2) as compared to teachers in non-promoted teaching positions (including AST1). Three categories of schools were acknowledged by the Transfer Policy: category A schools, both urban and isolated (n=43, 6 of which have closed); category B schools, rural (n=20); and non-category A/B schools, urban and semi-rural (n=155).

For all teachers, the following assignment review rules, *inter alia*, apply:

- If requested, teachers teaching in category A or B schools are guaranteed a transfer to a non-category A/B school at the end of their assignment.
- Teachers who have served a period of assignment in a category A or B school cannot be transferred involuntarily to a category A or B school.

- “As a result of the review, a teacher may be [re]assigned to their current school or transferred” (Department of Education and the Arts, 1995c, 3.4.7, 3.5.9).

For teachers in promoted teaching positions, the following additional assignment review rule, *inter alia*, applies:

- “From 1994, newly promoted staff will be assigned to a specific school for a period of five years” (Department of Education and the Arts, 1995c, 3.4.1).

For teachers in non-promoted teaching positions, the following additional assignment review rule, *inter alia*, applies:

- From 1994, assignment to category A schools is for a period of three years; and assignment to all other schools (category B and non-category A/B schools) is for a period of five years.

Thus, the Transfer Policy uses a combination of the deficit and the challenge models (Hatton et al, 1991; Watson, Hatton, Squires & Soliman, 1991—see Chapter 2, Staffing of Schools from page 34) for encouraging staff to relocate—the incentive (deficit model) for going to a difficult-to-staff school is guaranteed transfer out after three years if requested and knowledge of this can promote higher teacher morale / satisfaction (challenge model). However, teachers can be relocated to these schools involuntarily (deficit model).

All teachers who request relocation from their school at the end of their assignment are offered a transfer, and every effort is made by the districts to transfer teachers according to their wishes. However, “in filling vacancies by transferring teachers, the prime consideration will be the skill requirements of schools and their current and projected enrolments” (Department of Education and the Arts, 1995c, 5.1).

Since the implementation of the Transfer Policy in 1994, teachers identified as most available for transfer have been those with a long history of service in non-category A/B schools. Teachers considered as next most available for transfer have been those who have never taught in category A or B schools. Dispute resolution procedures are in place if a teacher disputes a district’s decision to transfer them to a new school.

A principle of the *Annual Staffing Process Statewide Implementation Guidelines* was “to ensure the needs of the system, schools and individual teachers are effectively met, all the elements of the staffing process, including the transfer policy, must be closely aligned” (Department of Education, Community & Cultural Development, 1997). The paper also recognised the need to support teachers during transfer. Guideline 7 stated:

School-based professional development support is recommended for teachers transferring, including where possible:

- school visits, pairing with mentor.
- involvement in professional development activities.
- involvement in school planning.

Prior to the development of the guidelines, professional development and support mechanisms for transferring teachers were in place, though limited by budgetary constraints (Cowley, Stow & Hart, 1997). A publication by the staff development section of the department of education (Department of Education and the Arts, 1995a) outlined seven possible support mechanisms for transferring teachers: a professional development workshop; a visit to the new school prior to transfer; access to a professional counselling/advisory service; additional professional development activities tailored to meet individual requirements; formal induction to the new school; peer support or mentoring for Term 1 at the new school; and information and advice to principals. In 1995 and 1996 a Change of Workplace Workshop was run towards the end of the school year for transferring teachers (Cowley et al, 1997), and in 1998 the only support provided was relief for teachers to visit their new school prior to relocation due to budgetary constraints (see Chapter 6, Implementing the Transfer Policy from page 211 for further information). However, an induction package was being developed for use by principals in 1999 (Stow, 1998).

The implementation of the Transfer Policy in Tasmania was the major impetus for this research. What impact would it have for the quality of teaching occurring in Tasmanian state schools?

## **SIGNIFICANCE OF THE RESEARCH**

This research is significant for several reasons which are outlined below.

1. Only a small amount of research has been conducted into teacher transition between contexts and “there has been little or no research on the effects that such [teacher] transitions have on the work of teaching” (Mager, Myers, Maresca, Rupp & Armstrong, 1986, p 353). Furthermore, the research that has been conducted was conducted in the 1980s in the United States and Canada and was limited in scope (eg, studies by Hannay & Chism, 1985; 1988; and Mager et al, 1986 only involved interviews with relocated teachers and other school staff) or merely reported observations with no true research basis (eg, studies by Hollingsworth, 1981; Ricken, 1983; and Scherer, 1983). In the intervening ten years few major studies have addressed this research issue (see Chapter 2, Teachers in Transition from page 25). Thus, this research was designed to generate new knowledge and theory on teacher relocation and its impact on

teachers and their teaching using a broad base of teachers as its data source and multi-method data collection.

2. This is the only major research to be conducted with the impact of relocation on teachers, teachers' work and teachers' quality of teaching as its major foci. Very little research has been conducted which investigates the interaction between teacher quality and teacher transition, and none of these studies had teacher relocation as a focus (see Chapter 2, Teacher Relocation and Teacher Quality from page 57).
3. As well as generating new knowledge in the intersecting area of teacher relocation and teacher quality, this research has investigated Berliner's proposition that "Experts excel mainly in their own domain and in particular contexts" (Berliner, 1994, p 167) and his concomitant postulate that transition from one context to another is most problematic for expert teachers (Berliner, 1994, pp 168-169).
4. In order to explore the issue of quality of teaching, two models were developed—a model of the high quality teacher and a model of the developmental stages of teacher expertise (see Chapter 5, Teacher Quality from page 152 for further details). These models were based on the work of Sternberg & Horvath (1995), Berliner and colleagues (Berliner, 1992a; 1992b; 1994), Borko & Livingston (Borko & Livingston, 1989; Livingston & Borko, 1989; Livingston & Borko, 1990), Bullough (Bullough & Baughman, 1995a; 1995b; Bullough, Kauchak, Crow, Hobbs & Stokes, 1997), Leinhardt and colleagues (Leinhardt, 1986; Leinhardt, Weidman & Hammond, 1987), Shulman and colleagues (Gudmundsdottir & Shulman, 1987; Shulman, 1987), Williamson (1994) and others working in the areas of teacher expertise and teacher quality. Thus, this research has provided a link between work on teacher expertise and teacher quality and developed a model of the high quality teacher which incorporates the findings of research in both areas.
5. The results of this study provide information to teachers, school staff, departments of education, policy makers and teacher educators on the relocation process, its impact on teachers, and the support structures necessary to ensure teacher quality is maintained upon relocation. It also makes recommendations on how best to facilitate the relocation process for teachers and how the positive aspects of relocation can be maximised.
6. Finally, this research project has contributed to the growing number of multi-site, multi-method research studies using both qualitative and quantitative research

techniques. This type of research methodology allows for individual teachers' voices to be heard and for generalisable results to be generated.

Thus, this research contributed significantly to the field of education.

## PROTOCOLS

All names of participants and places (eg, schools, districts) used in this report are pseudonyms. Any identifying information which could jeopardise participant anonymity has been excluded, or changed if it did not affect the research results.

The research abided by the University of Tasmania's ethics guidelines and was approved by the Social Sciences Ethics Sub-Committee.

## OUTLINE OF THESIS STRUCTURE

A review of the literature relevant to school context, relocation and teacher quality is presented and discussed in Chapter 2. In Chapter 3, the research methodology for this project is outlined. Chapter 4 describes the relocation experiences of teachers. Chapter 5 provides an account of the impact of relocation on teacher quality. An outline of support structures for relocated teachers is provided in Chapter 6. Finally, Chapter 7 summarises the findings of the research and relates them to previous research, answers the research question and sub-questions, accepts or rejects the hypotheses, makes recommendations based on the findings, and makes suggestions for further research in the area.

A list of references is included prior to the appendices. The appendices include, *inter alia*, copies of data collection instruments, results of case study analyses, and results of questionnaire analyses.



## CHAPTER 2

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### A Review of the Literature

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A review of the literature on teachers' work, teacher relocation, teacher expertise and teacher quality was conducted in order to provide a conceptual framework within which the research question and sub-questions posed in Chapter 1 could be answered. In addition, in order to establish a background for this research and to link it to research in other fields of education and other disciplines, a broader review of the literature was necessary. Thus, the chapter begins with a brief overview of the literature on the context of schooling and school cultures. Second, literature which deals with research on work and change, and more specifically teachers' work and change in education, is reviewed. Third, research on work and relocation and, more specifically, teacher relocation, teacher transfer and teacher reassignment is reviewed. Fourth, literature on staffing of schools is reviewed and transfer policies are discussed. Fifth, literature on expertise, teacher quality and teacher expertise is discussed and synthesised. Sixth, the small amount of research which deals with both teacher quality and teacher relocation is reviewed. Linkages between these research areas are highlighted where appropriate. A table is presented at the beginning of each section which provides an overview of the major research conducted in the area covered in each section. Minor research is referenced in each section, but not included in the tables.

#### THE CONTEXT OF SCHOOLING

**Table 2.1:** Overview of research relevant to the context of schooling.

| Author          | Date | Title   | Major Focus   |
|-----------------|------|---|---|
| Bell            | 1994 | When Worlds Collide: School culture, imposed change and teachers' work                | Impact of school culture and change on teachers' work.  |
| Hopkins & Stern | 1996 | Quality Teachers, Quality Schools: International perspectives and policy implications | Main findings of an OECD 1993 comparative study of policies aimed at improving teacher quality. |

School contexts (ie, school cultures and environments) are not homogenous, but are heterogeneous. Even though state school systems promote homogeneity to some extent:

School environments can be very different even for schools in the same district, with each school having its own strengths and weaknesses, and special challenges to confront ... With different cultural settings, the learning environments and learning needs of students will differ. The objectives of schooling accepted by a community will also vary, as will community expectations of students and staff and the aspirations and expectations students hold for themselves. (Commonwealth Schools Commission, 1988, p 1)

Thus, each school has its own culture and environment and teachers in different schools work within these different contexts (Bell, 1994; Bullough & Baughman, 1995a; Hopkins & Stern, 1996). Bell defined school culture as:

... the glue that binds the institution together. It is a socially constructed reality of values, beliefs and behaviours which is shaped by historical circumstances and created and sustained through many kinds of social processes, images, symbolic actions, rituals and uses of language. (1994, p 52)

School environment encompasses the physical aspects of the school, including its infrastructure (Phelan, Davidson & Hanh, 1992), as well as the overall tone or climate of the school (Ball, Mosell & Fraser, 1995; Loup, Ellett, Park & Naik, 1994; Phelan et al, 1992).

The differences in school contexts are highlighted, for example, between rural and urban schools, between private and public schools, and between schools from low and high socio-economic areas. Relocation between schools thus requires adjustment to a new school culture and environment; this has implications for teachers' work (Bell, 1994).

Different types of school cultures can promote or hinder quality of teaching. An OECD study on teaching quality (Hopkins & Stern, 1996) identified six characteristics of schools which support a high degree of teacher quality: vision and values; organisation of teaching and learning; management arrangements; leadership; staff development; and relationships with the community and district.

A supportive culture for teacher quality thrives on a strong vision of student progress, powerful conceptions of teaching, and extensive teacher collaboration supported by an imaginative and flexible infrastructure at the school level. The culture of the school is at one and the same time the most powerful influence on teacher quality, yet the most difficult to affect. (Hopkins & Stern, 1996, p 512)

Other research literature on quality schools (eg, Beare, Caldwell & Millikan, 1989; Fantini, 1986; Fullan, 1990; Sammons, Hillman & Mortimore, 1995) found similar characteristics.

Thus, school culture impacts on teacher quality. Furthermore, since schools are not isolated institutions but function as part of the larger society, changes occurring in the wider world impact on the culture of schools and so on teacher quality (Bell, 1994; Hargreaves, 1994a).

# WORK AND CHANGE

**Table 2.2:** Overview of research relevant to work and change.

| Author                                     | Date  | Title  | Major Focus   |
|--|-------|--|---|
| Beynon                                     | 1997  | The Changing Practices of Work   | Changes in society and work.  |
| Bita                                       | 1997  | Women Workers Face More Shifts in Hours, Duties  | Work and change.  |
| Churchill                                  | 1995b | Teachers' Work Lives: The view from teachers implementing educational change   | Impact of change on teachers' work lives.   |
| Churchill & Williamson                     | 1995  | Too Much Pushed by People Who Don't Understand: The impact of educational change on Australian teachers' working lives | Impact of change on teachers' work lives.   |
| Churchill, Williamson & Grady              | 1997  | Educational Change and the New Realities of Teachers' Work Lives   | Teachers' views on educational change and its impact on their work lives.                                     |
| Hargreaves                                 | 1992  | Time and Teachers' Work: An analysis of the intensification thesis   | Intensification of teachers' work.  |
| Hargreaves                                 | 1994a | Changing Teachers, Changing Times: Teachers' work and culture in the postmodern age                                    | Teachers' work in postmodern society—a society of change.   |
| Osborn, Broadfoot, Abbott, Croll & Pollard | 1992  | The Impact of Current Changes in English Primary Schools on Teacher Professionalism                                    | Impact of changes caused by introduction of the English National Curriculum on primary school teachers' work. |

Society is changing—it is moving through postindustrialism to postmodernism (Hargreaves, 1994b; Howard, 1995a), “characterized by accelerating change, intense compression of time and space, cultural diversity, technological complexity, national insecurity and scientific uncertainty” (Hargreaves, 1994a, p 3). As society changes, so does the nature of work and employment. Over the last two decades, for those people in paid employment, their work has changed and intensified noticeably (Beynon, 1997; Brown, 1997a; Brown, 1997b; Hargreaves, 1992; Howard, 1995a; Howard, 1995b). Beynon believed this trend is set to continue and “much of this change is associated with work and employment” (Beynon, 1997, p 52). Australian Bureau of Statistics figures released in 1997 showed 70 percent of workers in Australia:

... who have held the same job for at least a year have been given more responsibility, new or extra duties, a promotion or transfer, or have changed their hours of work in the past 12 months. (Bita, 1997, p 3)

Furthermore, eight percent of workers were transferred in the previous 12 months, seven percent were promoted and nine percent of workers changed location (Bita, 1997).

As the nature of work changes, becoming more complex and intensified, workers, including teachers, need to develop the ability to reason, to learn, to take initiative, to assume additional responsibilities, to relate well to others, and, most importantly, to adapt readily to changing circumstances (Howard, 1995b).

### **Change in Teachers' Work Lives**

Large changes in society in general are impacting on the profession of teaching (Churchill & Grady, 1997; Guntermann, 1992; Hargreaves, 1994b; Hopkins & Stern, 1996; Seddon, 1991) as well as other occupations. In postmodern times, teachers' work lives are undergoing continual change, both in Australia (Burrow, 1996; Churchill, 1995a; Churchill, 1995b; Churchill & Grady, 1997; Churchill & Williamson, 1995; Churchill, Williamson & Grady, 1994; Churchill, Williamson & Grady, 1997; Department of Employment, Education and Training, 1992; Kelly, 1994; Phillips, 1995; Shacklock, 1995; Singh, Bartlett & Roylance, 1997; Wilkowski, 1992; Williamson, 1994; Williamson & Churchill, 1996) and internationally (Hargreaves, 1994b; Hargreaves, 1995; Hopkins & Stern, 1996; Osborn, Broadfoot, Abbott, Croll & Pollard, 1992; Price, 1991). These changes are requiring teachers to accept new challenges and demands, and develop new skills and knowledge (Churchill & Grady, 1997; Churchill et al, 1997; Hopkins & Stern, 1996; Osborn et al, 1992). Hargreaves suggested four dilemmas facing schools in this changing society; the first two are relevant here.

First, as the pressures of postmodernity are felt, the teacher's role expands to take on new problems and mandates—though little of the old role is cast aside to make room for these changes. Second, innovations multiply as change accelerates, creating senses of overload among teachers and principals or head-teachers responsible for implementing them. More and more changes are imposed and the timelines for their implementation are truncated. (1994a, p 4)

This continual change is a result of educational reform which Churchill (1995, p 4) categorised into five interrelated domains—changes which affect:

- students' learning (eg, new subjects/curricula);
- teachers' teaching (eg, criterion-based assessment);

- teachers as staff members (eg, devolution of school management);
- teachers as system employees (eg, government cuts to education); and
- other (eg, professional development expectations).

Tasmania has not been immune from these changes. Tasmanian teachers, along with South Australian teachers, as reported in a recent study on changes in teachers' work lives (Churchill et al, 1997), identified 79 different educational changes which have affected significantly their work this decade. Changes and initiatives in education in Tasmania in the last five years have included, *inter alia*:

- implementation of the national statements and curriculum profiles, involving emphasis on the following priority areas:
  - English;
  - Studies of Society and the Environment (SOSE);
  - Science and Technology;
  - The Arts; and
  - Health and Physical Education;
- the Flying Start Program (formerly the Early Literacy Program);
- literacy testing;
- vocational education and training in schools;
- policy on reporting to parents;
- more rigorous school review and accountability procedures;
- literacy and numeracy policies (including KILOs and KINOs<sup>7</sup>);
- parent participation policy;
- revised discipline guidelines;
- equity in schooling policy;
- policy on education for students who are gifted;

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<sup>7</sup> KILOs is the acronym for Key Intended Literacy Outcomes and KINOs is the acronym for Key Intended Numeracy Outcomes.

- languages other than English (LOTE) policy;
- inclusion of students with disabilities in regular schools;
- personal records policy;
- requirements for balance in the curriculum;
- policy on career and work education;
- gender equity implementation plan;
- local school leadership and management;
- national action plan for the education of girls;
- accountability policy;
- student health care needs guidelines;
- transfer policy; and
- directions for education (Tasmanian Government blueprint for education in the state) (Cowley et al, 1997, p 2).

Tasmanian state school teachers have been required to understand, implement and internalise each of these changes as they have been introduced, often simultaneously.

These types of changes in teachers' work have resulted in an intensification of teachers' work in recent years (Churchill, 1995a; Churchill, 1995b; Churchill & Grady, 1997; Churchill & Williamson, 1995; Churchill et al, 1997; Hargreaves, 1992; Hargreaves, 1995; Kelly, 1994; Osborn et al, 1992; Seddon, 1991; Shacklock, 1995; Williamson & Churchill, 1996) and pressures on teachers to change (Hargreaves, 1994a), the outcome of which for teachers has been increased stress and reduced time for, *inter alia*, planning and preparation (Hargreaves, 1992). On a positive note, however, allocation of increased planning and preparation time has been shown to reduce intensification of teachers' work, even promote disintensification, and thus promote increased quality of teaching (Hargreaves, 1992). Thus, implemented changes which promote increased planning and preparation time would increase quality of teaching in schools.

### **Teachers' Reactions to Change**

As mentioned above, changes in teachers' work lives have resulted in increased stress for many teachers, both in Australia and overseas (Churchill, 1995a; Churchill, 1996;

Churchill & Grady, 1997; Churchill & Williamson, 1995; Churchill et al, 1997; Kelly, 1994; Mager et al, 1986; Osborn et al, 1992; Shacklock, 1995; Wilkowski, 1992). However, teachers' responses to these changes also have resulted in positive outcomes. American research has suggested teachers can react in many different ways to the changes in their teaching lives (Mager et al, 1986; Riseborough & Poppleton, 1991; Scherer, 1983). "Some teachers welcome changes and are stimulated by them. Others accept changes without much feeling one way or another. Still others are overwhelmed" (Mager et al, 1986, p 346).

In Churchill's study of the impact of change on teachers' work lives involving teachers from Tasmania and South Australia (Churchill, 1995a; Churchill, 1995b; Churchill, 1996; Churchill & Williamson, 1995; Churchill et al, 1997), 73 percent of teachers indicated, as a result of change, they had experienced increased workload and stress (though 36 percent of teachers had adopted a stress management strategy), 21 percent indicated they worked harder, 29 percent indicated they were less committed to teaching, and 67 percent indicated their teaching context had worsened. On the other hand, 60 percent of teachers indicated they had adopted new methods of working, 43 percent indicated they had adopted new roles and tasks, and 35 percent indicated they had collaborated more with colleagues. Thus, implementation of change could result in improved quality of teaching. Overall:

Teachers displayed a tendency to hold *positive feelings about changes affecting the caring professional domain* and a clear pattern of *negative feelings about changes affecting the organisational domain* of their work. (Churchill et al, 1997, p 150, emphasis in original)

Thus, relocation affected both the caring professional domain and the organisational domain of teachers' work. The domain in which teachers felt most negative about future changes was 'Teacher as System Employee' (Churchill & Williamson, 1995)—for example, as a teacher subject to the Transfer Policy. As a result of their experiences with change, those teachers whose experiences were 'very positive' were the only teachers who looked positively at future changes; all other teachers held negative expectations of future changes (Churchill & Williamson, 1995). Thus, teachers who coped with change viewed future change more positively. To enable teachers to be resilient to change, they "need to be offered on-going opportunities to renew their professional skills and to be confident that support of the highest quality is available" (Department of Employment, Education and Training, 1992, p 2).

Findings from research by Osborn et al (1992) on the changes in teachers' work lives as a result of the implementation of the English National Curriculum were similar to those of Churchill. Osborn et al found:

... most teachers have had to change their teaching approach, their classroom practice, and their perception of their professional role in ways they would not have chosen for themselves, resulting in pressures of time, intensification of workload, and a loss of satisfaction in the child-centred aspects of the job. (1992, p 148)

Yet, a significant minority of teachers detailed positive outcomes with regard to their teaching as a result of the changes. Furthermore, Osborn et al continued:

It is likely that the responses we have identified here are only interim responses to the changes. There is some evidence from recent American research that Texan teachers who were initially hostile to similar changes imposed from above have, three years later, become much more reconciled, seeing most of the reforms in a positive light. (1992, p 148)

Thus, the changes in teachers' work lives are multidimensional and often impact negatively, at least initially, on teachers' work. However, positive outcomes also occur. Some of the changes, and those in other workers' professional lives, involve relocation.

## WORK AND RELOCATION

**Table 2.3:** Overview of research relevant to work and relocation.

| Author                                  | Date | Title  | Major Focus   |
|---|------|--|---|
| California Police Department            | 1993 | Rotation Adds Vigour and Vitality to Policing  | Police officer rotation as a way of effecting a reversal of officer performance and morale decline.                               |
| Guerin                                  | 1985 | "Bounced Around" Teachers and Leftover Children  | Experiences of a teacher who is transferred irregularly from school to school as student enrolments shift.                        |
| Hannay & Chism                          | 1985 | Involuntary Teacher Transfer: An intervention strategy for professional development  | Intervention in a school district that employed teacher and principal reassignment as a stimulus to professional growth.          |
| Hollingsworth                           | 1981 | Helping Teachers to Help Themselves: A program for reassigned personnel  | Guidelines for developing a program that serves the retraining and emotional needs of reassigned teachers.                        |
| Mager, Myers, Maresca, Rupp & Armstrong | 1986 | Changes in Teachers' Work Lives  | Impact of change on teachers' work lives.   |
| Plumb                                   | 1995 | Mobility and Curriculum Diversification: What are the perceived staff development needs of art teachers who have become TPTs after being identified for transfer under the Limited Placement Scheme? | Teachers' perceptions of their staff development needs when faced with enforced mobility and required curriculum diversification. |



**Table 2.3:** Overview of research relevant to work and relocation (cont.).

| Author                             | Date  | Title  | Major Focus  |
|------------------------------------|-------|--|--|
| Ricken                             | 1983  | Transfer: One method of teacher revitalization   | Recommends transfers as a constructive solution to problems associated with an aging teaching staff and suggests procedures for a smooth change of assignment. |
| Thomas & Anderson                  | 1997  | Changes in Newcomers' Psychological Contracts During Organizational Socialization: A study of recruits entering the British Army | The development of newcomers' psychological contracts during organisational socialisation.   |
| Thomas, Anderson, Hampson & Lawton | 1997a | The Measurement of Organisational Socialisation  | The theory of organisational socialisation and ways of measuring it.   |
| Vanhalakka-Ruoho                   | 1994  | Relocation and Everyday Life of the Employee and Their Family  | Impact of relocation of a defence force organisation on the daily life and experiences of its employees and their families.                                    |

One way in which workers need to become adaptable to change relates to taking on a new position—increasingly workers are changing jobs both within an organisation and between organisations (Brown, 1997a; Howard, 1995a). “The process by which a person learns about his or her new job role, from specific information about job tasks to interpersonal aspects of the new job, through to the overall culture of the organisation” is termed *organisational socialisation* (Thomas, Anderson, Hampson & Lawton, 1997a, p 1). That is, newcomers to a work situation undergo a process of socialisation during which they learn about and adjust to their new organisation, environment and role (Hartzell, 1994). At the same time they rapidly acquire knowledge “in a number of domains relating to task and role responsibilities, the work group, and the organisational culture and norms” (Thomas, Anderson, Hampson & Lawton, 1997b, p 1). In other words, they quickly acquire practical knowledge about their new organisation which allows them to function effectively as an employee.

How workers cope with taking on a new position is dependent to a large degree on their organisational socialisation, which, in turn, is dependent on the socialisation processes of the organisation. Organisations can implement both institutional and individual socialisation processes (Thomas et al, 1997a). Institutional processes are those developed on a large scale for all new employees; individual processes are those tailored to a particular new employee. “Institutionalised tactics have commonly been associated with lower levels of newcomer anxiety and stress, and other positive outcomes” (Thomas et al, 1997a, p 4), yet:

... research has shown that newcomers rate peers, senior coworkers and supervisors as both the most available and helpful sources of information,

more useful even than formal induction procedures designed by the organization (Louis, Posner, & Powell, 1983; Nelson & Quick, 1991). (Thomas & Anderson, 1997, p 10)

Alternatively, however, insiders can hinder newcomers from performing their work (Thomas & Anderson, 1997). Thus, a combination of well-designed institutional and individual socialisation processes are warranted.

Many researchers into employee relocation advocate the implementation of employee assistance programs (eg, Adie & Carmody, 1991; Anderson & Stark, 1985; Anderson & Stark, 1988; De Cieri, Dowling & Taylor, 1991; Gaylord & Symons, 1986; Lundy, 1994). Though many of these researchers investigated relocation to a new geographical location which involved physical relocation of the family home, the findings remain applicable to workers who relocate to a new context without having to move residence. A study by Vanhalakka-Ruoho (1994) investigated the impact of relocation on the personal lives of defence force personnel by surveying 132 personnel before, and 18 months after, relocation. It compared the experiences of personnel who obtained new positions in other garrisons in their home town area and so did not move residence (stayers) with personnel who obtained new positions in garrisons out of their home town area and who did move residence (movers) and with personnel who obtained new positions in garrisons out of their home town area but who did not move residence (commuters). Vanhalakka-Ruoho found relocation was not easy for any group (ie, stayers, movers or commuters); the life situation of the commuters was most difficult and many stayers found the relocation stressful. Thus, employee assistance was needed for all three groups, not just those physically relocating their residence.

Assistance is necessary for employees entering a new work situation, otherwise problems can arise at both a personal and a professional level. *Personal problems* which can arise include:

- increased stress (Gaylord & Symons, 1986; Munton & Forster, 1990; Tanaka, 1995; Thomas & Anderson, 1997; Thomas et al, 1997a; Vanhalakka-Ruoho, 1994);
- poor health—often stress related (Anderson & Stark, 1988; Gaylord & Symons, 1986; Tanaka, 1995);
- loneliness (Tanaka, 1995); and
- feelings of instability (Tanaka, 1995).

*Professional problems* which can arise include:

- high absenteeism (Anderson & Stark, 1985);

- reduced job satisfaction and commitment (Thomas et al, 1997a);
- reduced productivity / increased inefficiency (Anderson & Stark, 1985; Gaylord & Symons, 1986; Thomas et al, 1997a); and
- high turnover rates (Anderson & Stark, 1985; Thomas et al, 1997a).

Relocation, however, does not always result in problems. Benefits may accrue to employers and employees due to exposure to new situations if appropriate support structures are in place or the conditions are suitable. An article entitled *Rotation Adds Vigour and Vitality to Policing* (California Police Department, 1993) detailed how relocation of police officers around precincts in Culver City, California effected a reversal of performance and morale decline within the police force, promoting high morale and fresh ideas.

Police officers and defence force personnel are two groups of employees affected by relocation. However, many organisations require their personnel to relocate to new work contexts as part of their employment conditions. Other employees so affected include church ministers, bank officers, and teachers.

### **Teachers in Transition**

In 1981, a teacher in the United States wrote, “No longer do teachers occupy a secure niche in one building, grade level, or subject area. Times are changing; teachers must change too” (Hollingsworth, 1981, p 138). Teachers, at that time, were being reassigned to teach different grades and different subjects, or to teach in different types of schools because of falling enrolments (Burden, 1983; Guerin, 1985) and to stimulate professional growth (Hannay & Chism, 1985). Reassignment for a large proportion of teachers meant relocation.

As a consequence, in the early to mid 1980s in the United States, research was conducted into teacher reassignment. Some of the research conducted considered the issue of relocation (eg, Defino, 1984; Hannay & Chism, 1985; Hannay & Chism, 1988; Mager et al, 1986), and some of it considered support structures necessary for relocated teachers (eg, Hollingsworth, 1981; Mager et al, 1986). Yet, overall, most research into teacher relocation has been concerned with the question of why teachers relocate (eg, Bobbitt, Faupel & Burns, 1991; Burden, 1983; Hammer & Rohr, 1992; Ingersoll & Rossi, 1995; Ingersoll, Han & Bobbitt, 1995; Rollefson, 1990) and its impact on school staffing, not the impact of relocation on teachers and their teaching.

Studies by Hannay & Chism, Mager et al, and Plumb are three of the major studies which have investigated the issue of relocation and its impact on teachers, though none of these focused on teacher quality.

Plumb's Australian study was conducted in 1995 and investigated, through interview, the lived experiences of South Australian art teachers who had become Temporarily Placed Teachers (TPTs) after having been established in one school for many years. As TPTs they were required to teach in a variety of schools and most reported teaching many relief lessons out of subject area.

Mager et al's (1986) American study investigated how teachers experienced and coped with change engendered by various types of transition, including reassignment and relocation. The findings of this study were based on a series of interviews with twenty-four teachers before and after transition.

Hannay & Chism's (1988) Canadian study investigated the impact of relocation on K-8 teachers' teaching and professional growth. They interviewed relocated teachers and principals plus a sample of non-relocated teachers, parents and district trustees in a Canadian school district. Teachers and principals in this district had been reassigned, some voluntarily and some involuntarily, as a stimulus to professional growth.

Thus, all three major studies in this area (ie, teacher relocation) only involved interviews and many other research articles in the area have little or no research basis to their findings—for example, Scherer's (1983) study is anecdotal and Guerin's (1985) study is a personal account—therefore their validity and reliability is compromised.

These three major studies and others which have investigated the impact of relocation on teachers' work in most cases reported both positive and negative impacts of relocation on teachers' professional and personal lives. They also detailed the impact of relocation on schools and communities, the change transition phase, coping strategies of relocated teachers, and ways of facilitating relocation for teachers. Each of these issues is discussed in the following sections.

### **Advantages of Relocation for Teachers**

Positive outcomes of teacher relocation reported by researchers which related to relocated teachers' *personal lives* included:

- pleasure at being relocated (Hannay & Chism, 1985);
- improved self-confidence (Plumb, 1995; Scherer, 1983); and
- improved self-knowledge (Scherer, 1983).

Positive outcomes of teacher relocation reported by researchers which related to relocated teachers' *professional lives* included:

- increased teacher enthusiasm (Hannay & Chism, 1985);
- increased job satisfaction (Reed & Paznokas, 1983);
- acceptance of the change as a challenge (Plumb, 1995; Ricken, 1983);
- enlarged teacher perspectives on student needs (Guerin, 1985; Hannay & Chism, 1985);
- a sense of renewal (Ricken, 1983);
- enlarged teacher perspectives on system needs (Hannay & Chism, 1985);
- increased self-examination and change in receiving schools (Hannay & Chism, 1985);
- increased dialogue and sharing of ideas among teachers (Hannay & Chism, 1985);
- increased reflection (Hannay & Chism, 1985);
- improved teaching quality and increased professional growth (Defino, 1984; Hannay & Chism, 1985; Scherer, 1983); and
- expanded pedagogical knowledge and practices (Hannay & Chism, 1985; Plumb, 1995; Scherer, 1983).

Since teacher relocation has positive impacts on teachers it has been advocated and used as a constructive solution to staff pedagogical problems by promoting teacher revitalisation and stimulating professional growth; that is, improving teacher quality (Bullough & Baughman, 1995a; Hannay & Chism, 1985; Ricken, 1983) because “in change there is potential for teachers to grow” (Ricken, 1983, p 118).

Not only did certain members of our staff become rejuvenated, but their expertise helped improve student performance in other buildings [schools]. Thus, transfer maximized the academic performance of many of our teachers and also gave them a sense of renewal. (Ricken, 1983, p 119)

Similarly, as described by Scherer (1983):

Not only do newly transferred teachers soon realize that they are free to let go of old problems, including a low-grade depression that often accompanies a long-time job, they often find that a new job awakens them to new possibilities and new talents. (p 30)

However, as well as advantages to relocation for teachers, there are also disadvantages.

### **Disadvantages of Relocation for Teachers**

Personal problems which teachers have encountered upon relocation to a new school include:

- increased stress (Hannay & Chism, 1985; Mager et al, 1986; Plumb, 1995);
- trauma (Hannay & Chism, 1985);
- anger and fear regarding relocation (Hannay & Chism, 1985);
- uncertainty and insecurity (Hannay & Chism, 1985; Plumb, 1995);
- decreased self-confidence in teaching (Guerin, 1985; Hollingsworth, 1981; Plumb, 1995);
- isolation (Plumb, 1995);
- feeling threatened by change (Ricken, 1983);
- increased practical problems and cost associated with travel to new school (Hannay & Chism, 1985);
- difficulty adjusting to new school community (Hannay & Chism, 1985); and
- health problems, both mental and physical (Plumb, 1995; Scherer, 1983).

The most problematic of the negative impacts of relocation is increased stress. Changes in teachers' work lives can contribute to increases (or sometimes decreases) in levels of stress (Mager et al, 1986). Increases in stress can, in turn, lead to health problems (Plumb, 1995). Mager et al (1986) identified three stress points related to transition which contributed to changes in teachers' stress levels: implementation of the transfer; lack of control over the transfer; and the need to be successful at work (success drive). Similarly, Plumb found that lack of control resulted in stress for TPTs, as did a lack of recognition from students and colleagues of their professionalism and competence (ie, success drive), and lack of support upon reassignment. In addition,

Feelings of being undervalued and insignificant in a system, which was deemed to be unjust, along with the difficulties at the school level resulted in varying forms and levels of stress which impacted informants' personal quality of life and performance as teachers. (Plumb, 1995, p 180)

Professional problems which teachers have encountered upon relocation to a new school include:

- increased teacher distrust (Hannay & Chism, 1985; Plumb, 1995);
- increased time spent on preparation and planning (Hannay & Chism, 1985; Plumb, 1995);
- decreased teaching competence/quality (Bullough & Baughman, 1995b; Plumb, 1995; Yee, 1990);
- not being valued by colleagues (Plumb, 1995);
- lack of understanding of the operation of the new school (Guerin, 1985; Hannay & Chism, 1985; Plumb, 1995), which is exacerbated if relocated mid-year (Guerin, 1985);
- decision to exit teaching (Scherer, 1983);
- difficulty obtaining appropriate resources (Guerin, 1985; Plumb, 1995);
- allocation of difficult classes (Guerin, 1985);
- lack of support (Guerin, 1985; Hannay & Chism, 1985; Plumb, 1995);
- poor facilities (Hannay & Chism, 1985);
- difficulty establishing relationships with the school's community (Hannay & Chism, 1985);
- difficulty establishing effective relationships with staff and students (Guerin, 1985; Plumb, 1995), especially if relocated during the school year (Plumb, 1995); and
- difficulty teaching students with special needs (Guerin, 1985).

Teacher relocation also has an impact on the schools and their communities.

### **Impact of Relocation on Schools and Communities**

Several of the studies reported both positive and negative impacts of relocation on the schools and their communities. Positive impacts included:

- renewed interest by the community in their school (Hannay & Chism, 1985);
- renewal of schools via introduction of new teaching strategies (Hannay & Chism, 1985);

- increased teacher reflection (for both relocated and non-relocated teachers) (Hannay & Chism, 1985);
- increased professional growth of non-relocated teachers (Hannay & Chism, 1985); and
- improved learning climate for students (Hannay & Chism, 1985; Ricken, 1983).

Negative impacts of relocation on schools and communities included:

- decrease in number of teachers living in the school community (Hannay & Chism, 1985); and
- lack of continuity of teaching staff (Hannay & Chism, 1985).

Thus, teacher relocation can have both positive and negative effects for teachers and schools since all teachers react to change differently (Mager et al, 1986).

### **The Transition**

Every teacher's experience of relocation is unique, though there are common threads of experience (Mager et al, 1986). For example, there exists an initial period of adaptation to the change (Mager et al, 1986). In addition, Mager et al found the change transition phase may begin before the transition and extend well into the following year, or even further. As the school year progresses, events occur which warrant further adaptation; for example, parent-teacher interviews and report writing. The length of the change transition phase varies according to school culture, and teachers' experience and adaptability to change.

Mager et al highlighted that making a change in professional assignment has a more substantial effect on teachers than is generally recognised. Guerin suggested "Every time a change is made we all move some steps backward. It takes time to adjust" (1985, p 288). Indeed, whilst relocation can be tumultuous at first while teachers acclimatise to their new environment (Guerin, 1985), teachers can return to their prior-to-relocation level of teaching quality with resultant positive gains (Reed & Paznokas, 1983; Ricken, 1983; Scherer, 1983). Even if the change is difficult initially, Hannay & Chism found "Most teachers described a smoother and more satisfying experience during the second year after transfer, suggesting that the positive impacts of transfer grow more apparent with time" (1985, p 35), as they become more familiar with the school.

Reed & Paznokas (1983) found most teachers in their study who relocated voluntarily experienced a rise in their level of job satisfaction upon transfer, but were more likely



to experience an initial drop in job satisfaction if they were required to teach in a new subject area or were relocated involuntarily. In addition, Hannay cited a study by Collins & Masley (1980) which found “teachers rated involuntary transfer higher than any other factor as a cause of stress” (1985, p 5). Thus, relocated teachers are more likely to adjust quickly to their new situation, experience success and maintain high job satisfaction if their transfer is voluntary (Defino, 1984; Reed & Paznokas, 1983).

Additionally, relocated teachers are more likely to adjust quickly to their new environment if they are relocated at the beginning of the school year or during the summer break as opposed to other times during the school year (Defino, 1984; Guerin, 1985).

Common sense suggests more experienced teachers would adapt more quickly to change. In fact, school staff often erroneously perceive that experienced teachers who have relocated recently are familiar with the school context and as such are instantly competent (Guerin, 1985; Hannay & Chism, 1985; Hartzell, 1994). However, because transition involves changing contexts and the skills of experienced teachers are often context dependent (Berliner, 1994), transition can result in a longer change transition phase for experienced teachers than would otherwise be expected.

It was apparent that experienced teachers quickly mastered some tasks of a new assignment such as understanding school routines, developing congeniality with peers, and planning for instruction of daily classes. Other tasks such as managing the curriculum, estimating appropriate student progress, reorienting expectations of students, and modifying teaching practices and styles seemed to take much longer to accomplish. (Mager et al, 1986, pp 349-350)

To help master the tasks of their new assignment, relocated teachers employed coping strategies.

### **Relocated Teachers’ Coping Strategies**

Quickly becoming acquainted with the culture of the new school is important for relocated teachers. This involves learning about, *inter alia*, the staff, the students, school policies and procedures, facilities, resources—that is, gaining practical knowledge of the school. This knowledge allows teachers to develop an understanding of the school’s culture and is necessary for initial survival and ultimate success (Guerin, 1985; Plumb, 1995).

### **Facilitating Teacher Relocation**

In addition to relying on their coping strategies, dependent on their adaptability to change, teachers in transition, like workers in other occupations, often need support

which they would otherwise not require. Teachers in transition require special support, from both the school and their colleagues (Mager et al, 1986).

Plumb noted the needs of relocated teachers identified by the participants in her study echoed the needs identified by Maslow in his hierarchical theory of the motivations for people's behaviour—physiological needs; safety and security needs; social needs; self-esteem needs; and self-actualisation needs. Plumb found:

... the failure of both schools and the Department to meet these basic physiological, safety and security, social and self-esteem needs has impacted on the self-actualization capabilities of these teachers in that they have been restrained from working to their full potential as teachers. (1995, p 181)

Thus, teachers need to be supported in order to promote quality of teaching upon relocation. Provision of induction and support programs for relocated teachers can benefit teachers in transition “by providing a context that attenuates concerns extraneous to the teaching mission and that allows the new teachers to focus on the business of teaching” (Odell, 1986, p 29). That is, providing relevant support to relocated teachers allows them to concentrate on their pedagogical practices. However, support is often not provided or not available (Commonwealth Schools Commission, 1988; Hannay & Chism, 1985).

“When teachers move, change work groups, or transfer, they must be “reinducted” or “resocialized” to fit into the new environment” (Hartzell, 1994, p 1)—that is, socialised into the organisation. Traditionally, induction programs have been provided for beginning teachers; they have less commonly been provided for relocated teachers, yet they also are necessary for these teachers (Hannay & Chism, 1985; Odell, 1986). Guerin (1985) recommended in her study of a teacher who was relocated irregularly from school to school that frequently relocated teachers (ie, teachers relocated every year or two) be given additional support. In the last two decades, research has been conducted into best practices for providing effective support (ie, organisational socialisation) to teachers in transition (Hartzell, 1994; Haw, 1989; Hollingsworth, 1981; Kerrins, 1995; Odell, 1986; Plumb, 1995; Ricken, 1983; Weller, 1984). Practices which were found or suggested to be effective included the following and are grouped below according to who is best placed to provide the support.

Support practices from school staff included:

- promoting sharing, communication, trust and mutual support between colleagues (Hollingsworth, 1981; Kerrins, 1995; Mager et al, 1986; Plumb, 1995; Scherer, 1983; Watson et al, 1991);

- providing emotional support (Guerin, 1985; Hollingsworth, 1981; Odell, 1986; Plumb, 1995; Ricken, 1983; Weller, 1984);
- addressing individual differences regarding personal and professional needs (Hannay & Chism, 1985; Hollingsworth, 1981);
- involving relocated teachers in important activities outside their immediate job descriptions, including input into decision making (Hartzell, 1994; Plumb, 1995); and
- providing formal and informal feedback (Hartzell, 1994).

Support practices from schools included:

- providing classroom management support (Odell, 1986);
- providing assistance with obtaining resources and materials (Odell, 1986; Watson et al, 1991);
- providing orientation opportunities prior to relocation which give a realistic view of the school (Commonwealth Schools Commission, 1988; Hartzell, 1994; Plumb, 1995; Wright, 1987);
- providing a map of the school and a manual of school policies and procedures (Guerin, 1985);
- providing opportunities for mentoring, coaching and work shadowing (Mager et al, 1986; Plumb, 1995);
- providing extra planning and preparation time—a slower pace (Guerin, 1985; Plumb, 1995);
- providing necessary professional development (Commonwealth Schools Commission, 1988; Hannay & Chism, 1985; Plumb, 1995; Watson et al, 1991);
- reaffirming teaching strengths of relocated teachers and reinforcing generic teaching skills (Hollingsworth, 1981; Plumb, 1995);
- promoting awareness of job transition issues within the school (Guerin, 1985; Hartzell, 1994; Plumb, 1995); and
- assigning and/or redistributing teaching roles and responsibilities based on individual teachers' talents (Hartzell, 1994; Plumb, 1995; Reed & Paznokas, 1983).

Support practices from the education system included:

- ensuring effective communication with relocated teachers which reduces their anxiety about reassignment (Hannay & Chism, 1985; Plumb, 1995; Weller, 1984);
- implementing transfer policies sensitively (Hannay & Chism, 1985);
- providing teachers with a valid reason for their relocation (Hannay & Chism, 1985);
- enabling teachers to have control over the relocation process (Hannay & Chism, 1985; Mager et al, 1986; Plumb, 1995; Scherer, 1983); and
- providing appropriate stress management training (Plumb, 1995).

These may involve providing a combination of institutional and individual support programs (Commonwealth Schools Commission, 1988; Hatton et al, 1991; Hollingsworth, 1981; Plumb, 1995; Watson et al, 1991), attending to informal socialisation processes (Hartzell, 1994; Plumb, 1995), and/or providing extrinsic and intrinsic rewards (Plumb, 1995).

Mager et al found support was more often requested on an episodic basis than on a sustained basis and was more often required at the beginning of the year (when relocation occurred at the beginning of the year), but was needed also at times throughout the year. Similarly, Plumb concluded “teachers need support to help them deal with new and different challenges. This support needs to occur both at a formal level and informally through collegiality developed within schools” (1995, p 178). Thus, initial organisational socialisation may best be provided by institutional support programs (Thomas et al, 1997a), and ongoing support may best be provided by individual programs designed by the relocated teacher. For example:

Some teachers choose to meet weekly with a colleague experienced in the new subject or grade level. Others find that all they need is extra time to meet with district support personnel, e.g., department heads or curriculum coordinators. Still others find that visiting another classroom, school, or special resource person is more useful than a meeting. College courses may sometimes be needed to update skills. (Hollingsworth, 1981, p 138)

How teachers react to and adapt to change and transition has implications for the staffing of schools. Procedures for staffing of schools in Australia and issues concerned with this are discussed in the next section.

## STAFFING OF SCHOOLS

**Table 2.4:** Overview of research relevant to staffing of schools.

| Author                                    | Date | Title  | Major Focus  |
|---|------|--|--|
| Education Department of Western Australia | 1979 | Teacher Transfers: A survey of teachers' opinions on factors influencing their period of stay in schools with a low staff-retention rate | Why teachers stay in or transfer out of isolated schools.  |
| Hatton, Watson, Squires & Soliman         | 1991 | School Staffing and the Quality of Education: Teacher stability and mobility   | Identify causes of high turnover in locations difficult to staff.  |
| Hannay & Chism                            | 1985 | Involuntary Teacher Transfer: An intervention strategy for professional development  | Intervention in a school district that employed teacher and principal reassignment as a stimulus to professional growth. |
| Loney                                     | 1992 | Teachers' Duration of Placement in Three Queensland Regions: A discussion paper  | Reasons for teacher turnover in Queensland schools.  |
| Maclean                                   | 1991 | Career Behaviour and Perceptions of Promoted Teachers  | Promotion in teaching.   |
| Queensland Department of Education        | 1993 | Teacher Transfer Policy  | Outline of transfer policy for Queensland state school teachers.   |
| Watson & Hatton                           | 1995 | Staffing of Schools: Quality and equality  | Quality of teachers in rural schools.  |

Since Australia is a large country with low population density in non-urban areas, providing equity and quality of educational services to all regions of the country is challenging; it is a challenge met by state education systems. Part of this challenge is how to adequately staff so-called difficult-to-staff schools—that is, those in isolated (rural) areas and those in low socio-economic, urban or suburban fringe areas. It is recognised by researchers, educators, policy makers and the community that most teachers prefer to teach in urban, higher socio-economic status schools (Maclean, 1991; Watson & Hatton, 1995), or, to some extent, those schools in settled coastal areas (Loney, 1992). In fact, for some teachers, obtaining a desirable work location is more important than promotion which often requires teaching in difficult-to-staff schools (Maclean, 1991) (ie, horizontal mobility outweighs vertical mobility). Those teachers who are willing to teach in schools in lower socio-economic areas often come from a similar background; likewise for teachers who are willing to teach in rural locations. However, their numbers are insufficient to provide equity of staffing across preferred and non-preferred schools (Maclean, 1991).

Several Australian studies have considered how best to induce teachers, especially experienced teachers, to teach in difficult-to-staff schools (eg, Commonwealth Schools Commission, 1988; Education Department of Western Australia, 1979; Hatton et al,

1991; Tainton & Turner, 1976; Watson & Hatton, 1995; Watson et al, 1991). The impetus for these studies, in most cases, was a concern for an equitable distribution of experienced and non-experienced teachers across all schools in a state, regardless of their location or clientele.

Teacher turnover rates most often are higher in difficult-to-staff schools than in preferred schools (Bruno, 1982; Commonwealth Schools Commission, 1988; Education Department of Western Australia, 1979; Hatton et al, 1991; Loney, 1992; Tainton & Turner, 1976; Watson & Hatton, 1995; Watson et al, 1991; Yee, 1990). Similarly, teachers in difficult-to-staff schools usually are younger on average than teachers in preferred schools; they often are beginning teachers (Commonwealth Schools Commission, 1988; Davis, 1985; Department of Employment, Education and Training, 1992; Education Department of Western Australia, 1979; Hatton et al, 1991; Loney, 1992; Petrie & Petrie, 1982; Tainton & Turner, 1976; Watson & Hatton, 1995; Watson et al, 1991); though an American study found a bimodal distribution of teachers in rural and small schools—those with less than three years and those with more than ten years of experience (Horn, 1982). This is a likely result in Australia where many beginning teachers are sent to rural schools but only stay for a minimum amount of time, but some experienced staff prefer to teach in those schools as they are established in the community (Hatton et al, 1991; Watson & Hatton, 1995; Watson et al, 1991).

In a study of Australian primary and secondary teachers which identified causes of high staff turnover in difficult-to-staff schools, Hatton et al (1991) were concerned with how to encourage teachers, especially experienced teachers, to want to teach in these difficult-to-staff schools and to stay on their staff for longer periods. Their hypothesis was this would “lead to improved education for children in locations difficult to staff” (1991, p 293).

Other researchers have agreed high and constant staff turnover results in reduced quality of education for students at these schools (Commonwealth Schools Commission, 1988; Davis, 1985; Department of Employment, Education and Training, 1992; Ochoa & Jerjis, 1996; Petrie & Petrie, 1982; Walberg, 1974; Watson & Hatton, 1995; Yee, 1990); for example, “increasing the time teachers stay in each appointment is an essential condition for improving the quality of teaching in remote schools” (Commonwealth Schools Commission, 1988, p 156) and “What is known is that high rates of turnover carry serious implications for the quality of education” (Yee, 1990, p 1). Additionally, teachers often hold this belief (Education Department of Western Australia, 1979), and parents and community members often are concerned about the quality of teachers in these schools (Meyenn et al, 1991). Petrie & Petrie

(1982) went so far as to say high rates of staff turnover can result in low institutional pride syndrome—that is, “a steady decline in the evaluation by students, parents and teachers of the school and of themselves, resulting in a climate of alienation, dissociation and rebellion” (p 16)—particularly for difficult-to-staff schools.

However, research is conflicting as to whether or not high staff turnover rates and high numbers of beginning teachers are detrimental to the quality of teaching and learning occurring in these schools. In a more recent study comparing three education regions in Queensland—South Western, North Western and Sunshine Coast—Loney found:

(1) rural schools do not necessarily experience reduced educational outcomes as a result of higher teacher turnover; (2) larger urban schools may show deficits in the quality of student-teacher relationships even with lower teacher turnovers; [and] (3) 2-3 year periods of service in rural schools are not necessarily disadvantageous educationally, as the enthusiasm of younger teachers may outweigh the advantage of longer-serving teachers. (1992, p 1)

In 1979, the Education Department of Western Australia suggested “an assessment is needed as to whether such short-term appointments are in fact a disadvantage for students” (p 1) even though they stated, “a high rate of teacher turnover is believed by many to be detrimental to the quality of schooling” (p 1). In support of Loney, they claimed:

... it can also be argued that ... continuity due to transfers is not more harmful to pupils than the routine change of teachers within schools at the end of the school year (or several times a day in a secondary school), and that in a community that lacks intrinsic attractions, a steady and perpetual staff turnover is essential for the maintenance of teachers' morale and efficiency. (Education Department of Western Australia, 1979, p 1)

In a more recent study which focused on whether or not changes in aggregate student achievement could be explained by teacher turnover, Mandeville & Zhu (1997) found where initial performance was high teacher turnover had a negative effect, especially with respect to mathematics. They found no support for their hypothesis that teacher turnover would cause improvement in schools where students, initially, were not performing well.

It would seem then that a definitive assessment of whether or not high rates of teacher turnover are detrimental to the quality of teaching and learning occurring in schools is still required.

Teacher turnover also can impact on the quality of schools more generally. For example, an OECD study on teacher quality noted collaboration is an essential feature of schools which promote quality teaching but that “collaborative arrangements are vulnerable to turnover of personnel: if a key person leaves, a team may collapse”

(Hopkins & Stern, 1996, p 515). Yet, Sleigh (1994) highlighted the tension between the role of teacher turnover in promoting instability and discouraging stagnation. As Watson & Hatton stated:

While some moderate level of staff turnover is desirable to allow the introduction of new ideas and to permit unsuitable staff to move on, a high rate of staff turnover is quite harmful. The stagnation which may result from too little turnover is a common problem in times of teacher surplus while the instability stemming from excessive turnover is most likely in times of shortage. (1995, p 7)

The problem of staffing difficult-to-staff schools is exacerbated in times of teacher shortage (Mulford, 1997; Watson & Hatton, 1995) and Australia is just beginning to experience a shortage of teachers which is likely to get worse over the next five years or so (Mulford, 1997)—in 2003 there is expected to be a shortfall of 7000 teacher education graduates.

Watson and colleagues (Hatton et al, 1991; Watson & Hatton, 1995; Watson et al, 1991) outlined two basic approaches to staffing problems—the *deficit* model and the *challenge* model.

The deficit model assumes that teachers are reluctant to go to areas perceived to be difficult and uses compulsory minimum terms of appointment and incentives of various kinds to compensate for the deficits of the posting. The challenge approach assumes teachers can gain intrinsic motivation from working in difficult locations if they adjust well, find the job satisfying and can make career progress in that place ... in practice a system is likely to use aspects of both models. (Watson & Hatton, 1995, p 9)

One argument against the *deficit approach* is that the use of incentives may attract teachers to teach in difficult-to-staff schools, but it does not guarantee quality of teaching (Watson & Hatton, 1995; Watson et al, 1991). Incentives may be necessary to get teachers to go to these schools initially, but other measures which encourage quality teaching also need to be implemented. Since “teachers vary in their sources of job satisfaction” (Bruno, 1982, p 534), incentives other than pecuniary benefits (for example, fewer and smaller classes) need to be provided to teachers in order to attract teachers of high quality to difficult-to-staff schools (Bruno, 1982).

The *challenge model* advocates measures which improve teacher satisfaction and commitment (Watson & Hatton, 1995; Watson et al, 1991). “Once staff have been selected and placed, the adequacy of the induction[,] the useability of resources, the quality and availability of inservice education and the support of fellow staff, are all important for good adjustment and satisfaction” (Watson & Hatton, 1995, p 10). That is, new teachers in difficult-to-staff schools require support (see Facilitating Teacher Relocation from page 31).



The deficit model and to some extent the challenge model have been the basis of transfer policies developed in most Australian states and territories in order to equitably staff difficult-to-staff schools (eg, Department of Education and the Arts, 1995c; New South Wales Teachers' Federation, 1986; Queensland Department of Education, 1993; South Australia Education Department, 1988). Most relocations in Australian state education systems occur either due to promotion or transfer.

## Transfer Policies

Unlike in the United States where "much mobility throughout a teaching career is voluntary" (Burden, 1983, p 186), in Australia a considerable number of teachers are relocated involuntarily each year under the auspices of transfer policies. Most Australian state education systems with centralised staffing policies have a transfer policy<sup>8</sup> which enables them to endeavour to ensure equity and quality of staffing in all schools whether they be considered difficult to staff or preferred locations.

For example, Queensland's transfer policy provides for three types of transfer—requested, compassionate and required—and works on a ranked points system.

The Transfer Rating System is based on the concept that a teacher will accumulate transfer points over a certain period of time. The points awarded for service at a particular location are differential, dependent upon the remoteness of the location. The total of these accumulated transfer points then becomes the basis upon which a teacher's relative priority for transfer is determined. (Queensland Department of Education, 1993, p 8)

Thus, Queensland's system is aimed at ensuring adequate staffing of isolated schools. It does not make any special compensations for difficult-to-staff, urban schools.

South Australia and Western Australia "include 'country service' as an obligatory part of each teacher's career and encourage young teachers to do it early in their careers and 'get it over with'" (Meyenn et al, 1991, p 156). In Western Australia this 'country service' was two years, though an internal study commissioned by the Western Australian Education Department in July 1982 recommended this be increased to three years (Davis, 1985). It was recommended also "that the appointment and transfer of staff to and from district high schools be organized on a rotating basis to protect continuity of programme" (Davis, 1985, p 17). Compulsory 'country service' is an example of the deficit model in practice for staffing rural schools.

Based on their research on teacher transfer, Hannay & Chism (1985) made four recommendations concerning the design and implementation of an effective transfer policy.

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<sup>8</sup> Victoria is one exception as it has devolved staffing to the school level (Watson & Hatton, 1995).

1. *Long-term planning.* A time frame should be set for anticipating a transfer and transferring teachers should be given advance warning of transfer. In addition, voluntary transfers should be encouraged, but an involuntary transfer system should be established when not enough teachers transfer voluntarily. Long-range planning meetings also should be conducted, both at the school level and the district level.
2. *Communications.* Clearly defined methods of communication are essential for effective implementation of a transfer policy. “... all teachers should be informed as to the reasons for the transfers” (p 45).
3. *Consultations.* The individual needs to be made to feel part of the process, to have some ownership and control. The teacher needs to be consulted and both professional and personal needs should be considered.
4. *Professional preparation of teachers.* “The training and experience of the teacher should be considered when making transfer decisions” (p 47). In addition, “Opportunities for advance preparation must be extended when dramatic grade level changes are being considered” (p 48).

All of these recommendations, to some degree, have been incorporated into Tasmania’s Transfer Policy which, like those introduced in other states and territories, was introduced to provide equity of staffing in difficult-to-staff schools. An outline of Tasmania’s Transfer Policy and an overview of its implementation were presented in Chapter 1 (see Tasmania’s Transfer Policy from page 8).

TEACHER QUALITY

Table 2.5: Overview of research relevant to teacher quality.

| Author                                       | Date  | Title  | Major Focus  |
|--|-------|--|--|
| Abbott-Chapman & Hughes                      | 1995  | Ensuring Teacher Quality: Assessing the role of competency frameworks                                  | Developmental model of competency frameworks and standards which relate to the stages of teacher professional socialisation.   |
| Allen & Casbergue                            | 1997  | Evolution of Novice Through Expert Teachers' Recall: Implications for effective reflection on practice | The evolution of accuracy /thoroughness of novice through expert teachers' recall of their own and their students' behaviours. |
| Berliner                                     | 1994  | Expertise: The wonder of exemplary performances  | Development of teacher expertise.  |
| Bullough & Baughman                          | 1995a | Changing Contexts and Expertise in Teaching: First-year teacher after seven years                      | Case study of development of teacher expertise involving relocation.   |
| Carter, Sabers, Cushing, Pinnegar & Berliner | 1987  | Processing and Using Information About Students: A study of expert, novice, and postulant teachers     | Differences and similarities in the ways expert, novice and postulant teachers use information about students.                 |

**Table 2.5:** Overview of research relevant to quality (cont.).

| Author                        | Date | Title  | Major Focus   |
|-------------------------------|------|--|---|
| Clarridge & Berliner          | 1991 | Perceptions of Student Behavior as a Function of Expertise   | Teacher differences in attributions and perceptions concerning student behaviour.   |
| Gudmundsdottir & Shulman      | 1987 | Pedagogical Content Knowledge in Social Studies  | The role of teacher's pedagogical content knowledge in social studies.  |
| Henry                         | 1994 | Differentiating the Expert and Experienced Teacher: Quantitative differences in instructional decision making      | Do teachers in different stages of pedagogical development use varying criteria as they make instructional decisions?   |
| Hopkins & Stern               | 1996 | Quality Teachers, Quality Schools: International perspectives and policy implications                              | The concept of teacher quality; policies aimed at improving or sustaining the quality of teachers or teaching; the context of schooling in which policies are to have effect.   |
| Leinhardt                     | 1989 | Math Lessons: A contrast of novice and expert competence   | Important elements needed for constructing expert mathematics lessons are identified and described.   |
| Leinhardt, Weidman & Hammond  | 1987 | Introduction and Integration of Classroom Routines by Expert Teachers  | Learn how successful teachers establish the instructional structure in their classrooms at the beginning of the year and maintain it throughout the year.   |
| Livingston & Borko            | 1990 | High School Mathematics Review Lessons: Expert-novice distinctions   | Contrast novice and expert teachers' review lessons.  |
| Peterson & Comeaux            | 1987 | Teachers' Schemata for Classroom Events: The mental scaffolding of teachers' thinking during classroom instruction | Test hypothesis that expert teachers have better developed mental schemata for classroom events than do novices.  |
| Purdum, Laframboise & Kromrey | 1997 | Expert Teaching in a College of Education: An investigation of Sternberg and Horvath's prototype view              | Explores the nature of teaching expertise and seeks to confirm a prototype of expert teaching proposed by Sternberg and Horvath (1995).   |
| Sabers, Cushing & Berliner    | 1991 | Differences Among Teachers in a Task Characterized by Simultaneity, Multidimensionality, and Immediacy             | Assess differences between experienced and inexperienced secondary science teachers in their perception, monitoring, and understanding of classroom events characterised by simultaneity, multidimensionality, and immediacy. |
| Shulman                       | 1987 | Knowledge and Teaching: Foundations of the new reform  | Knowledge base of teaching and a model of pedagogical reasoning and action.   |
| Sternberg & Horvath           | 1995 | A Prototype View of Expert Teaching  | Reconceptualisation of teaching expertise, one grounded in a psychological understanding of how experts differ from non-experts, and people think about expertise as they encounter it in real-world settings.                |
| Weinert, Helmke & Schrader    | 1992 | Research on the Model Teacher and the Teaching Model   | Attempt to develop a theoretical model of teaching expertise combining process-product research and research on teacher expertise.  |

**Table 2.5:** Overview of research relevant to quality (cont.).

| Author     | Date | Title   | Major Focus  |
|------------|------|---|--|
| Westerman  | 1991 | Expert and Novice Teacher Decision Making   | Compare the thinking of expert and novice teachers during three stages of decision making: preactive or planning, interactive or teaching, and postactive evaluating and reflecting. |
| Williamson | 1994 | Teacher Quality in Australia: Australian concerns in an international perspective | Identifies five dimensions of quality teaching.  |

The concept of teacher quality hinges on the concept of teacher expertise, which in turn hinges on the general concept of expertise. Each of these concepts is explored in the following sections.

**Expertise**

Research into teacher expertise grew out of work by psychologists on expertise in a multitude of domains, the best known being investigation of expert chess players (de Groot, 1965; de Groot, 1966; Simon & Chase, 1973). Expertise (or expert performance) has been defined as “consistently superior performance on a specified set of representative tasks for the domain that can be administered to any subject” (Ericsson & Charness, 1994, p 731) and an expert performer as “any individual who is highly skilled or knowledgeable in a given domain” (Allen & Casbergue, 1997, p 743). Thus, experts are ‘few and far between’ (Galton, 1995; Galton, 1996; Grady, 1990).

Researchers investigating expertise compared novices with experts to determine the characteristics of experts. The emphasis by researchers of expertise on the dichotomous novice–expert paradigm has meant the manner in which expertise develops has been under-researched (Berliner, 1988). Yet it is known expertise is not dependent on innate ability (ie, talent), but on deliberate practice, structured learning, effortful adaptation, reflection, motivation and commitment (Carter, Sabers, Cushing, Pinnegar & Berliner, 1987; Ericsson, 1995; Ericsson & Charness, 1994). Consequently, the development of expertise is limited by experience (Chi et al, 1988; Ericsson, 1995)—researchers agree that, on average, at least ten years of experience is necessary for peak performance (Bloom, 1985; Bruer, 1993; Ericsson, 1995; Simon & Chase, 1973). However, experience is not a sufficient predictor of expertise (Ericsson, 1995) and not everyone attains expertise (Butler, 1996).

Development of expertise involves passing through distinguishable, but transitory, stages (Bloom, 1985; Butler, 1996; Ericsson, 1995; Schmidt, Norman & Boshuizen, 1990). Dreyfus & Dreyfus (1986) outlined five stages in the development of expertise:

novice, advanced beginner, competent, proficient and expert. This model of the development of expertise is situational (contextual) rather than trait based—that is, experience of situations is needed to progress through the stages (Galton, 1995).

In many of the domains in which expertise has been researched, measurable criteria have been available to determine expert performers (eg, chess grand master). Teaching is one domain, however, in which it is difficult to set measurable criteria for expertise and thus capture the essence of teacher expertise. This has made difficult determining who are and who are not expert teachers.

### **Teacher Quality / Teacher Expertise**

In the 1980s in the United States, three main, separate programs of research into teacher expertise were undertaken using the novice-expert paradigm (Leinhardt & Putnam, 1986)—Leinhardt and colleagues investigated expertise in elementary mathematics teachers at the University of Pittsburgh (Leinhardt, 1986; Leinhardt, 1989; Leinhardt & Putnam, 1986; Leinhardt et al, 1987); Shulman and colleagues investigated high quality teachers within and without their area of subject expertise at Stanford University (Gudmundsdottir, 1990; Gudmundsdottir & Shulman, 1987; Shulman, 1987); and Berliner and colleagues compared novice, expert and postulant mathematics and science teachers at the University of Arizona (Berliner, Stein, Sabers, Clarridge, Cushing & Pinnegar, 1988; Carter, Cushing, Sabers, Stein & Berliner, 1988; Carter et al, 1987; Clarridge, 1990; Clarridge & Berliner, 1991; Sabers, Cushing & Berliner, 1991). Since these initial programs, a large amount of research has been conducted in the area, most using the novice-expert paradigm (eg, Allen & Casbergue, 1997; Berlach, 1993; Borko & Livingston, 1989; Butcher, 1992; Byra & Sherman, 1991; Cumming, 1990; Dunkin, 1995; Even, Tirosh & Robinson, 1993; Livingston & Borko, 1990; Manning & Payne, 1996; McKinney, 1986; Mitchell & Williams, 1993; Mostert & Nuttycombe, 1991; Nettle, 1995; Richbart & Richbart, 1995; Ropo, 1987; Rothenberg, McDermott & Gormley, 1997; Sato, Akita & Iwakawa, 1990; Tochon, 1990; Westerman, 1990). This paradigm has its limitations (ie, it compares novices with experts, ignoring advanced beginners, competent and proficient), but was a useful beginning for research in this area (Leinhardt, 1989).

Much of this research has other limitations as well; most novice-expert studies have involved case studies of small numbers of teachers which makes generalisation from findings difficult. In addition, many of the results are concluded from teachers' talk but "it is easy to find teachers who talk a good job without necessarily doing a good job" (Desforges, 1995, p 387). Furthermore, most of the initial research into teacher expertise involved mainly mathematics and science teachers, but teacher expertise may be content area specific to some extent (Holloway, Abbott-Chapman & Hughes,

1992). Thus, generalisations to teachers in other content areas should be treated with caution. Berliner and colleagues (eg, Carter et al, 1988; Carter et al, 1987; Sabers et al, 1991) recognised the limitations of their methodologies, including the artificial environments created in their studies, but believed, like Leinhardt, that in-depth qualitative study was appropriate for initial research into teacher expertise. However, very little later research has expanded on this research model.

Only one quantitative study into teacher expertise has been conducted to date—a study by Henry (1994) which surveyed preservice, experienced (at different levels of expertise) and expert teachers using the Method Acceptance Scale for Teachers (MAST). The results of this study are more generalisable, but Henry was aware it is difficult in quantitative studies to determine levels of expertise (that is, ensure construct validity for expertise). More studies which differentiate between the five levels of teacher expertise need to be conducted. Henry's (1994) results, however, indicated the MAST instrument differentiated between experienced and expert teachers (thus, it had some construct validity). Differences were found also between teachers at each of Berliner's five stages of expertise.

### **Stages of Development of Teacher Expertise**

As with expertise in general, the development of teacher expertise proceeds through stages. Based on research at the University of Arizona and the work of Dreyfus & Dreyfus (1986), Berliner (1994), like Benner had done for nurses (1984), outlined five specific stages in the development of teachers' expertise from novice to expert, referred to here as the novice to expert continuum. The stages are:

1. novice level (deliberate);
2. advanced beginner level (insightful);
3. competent level (rational);
4. proficient level (intuitive); and
5. expert level (arational).

Berliner (1988) believed *novices*, generally, are student/preservice teachers or first-year out teachers. Their behaviour is rational, relatively inflexible and procedurally conformable to context-free rules, and they can lack responsibility for their own actions. In addition, their performance is marginal. The novice stage is about gaining real world experience as a teacher—that is, learning tasks and procedures and understanding the commonplaces of their environment (Berliner, 1994).

*Advanced beginners*, Berliner (1988) believed, mostly have two to three years of teaching experience. Like novices, they also can lack responsibility for their own

actions. However, their “experience can become melded with verbal knowledge, similarities across contexts are recognized, and episodic knowledge is built up” (Berliner, 1988, p 3). In addition, as context starts to guide behaviour, strategic knowledge is developed. Yet, the advanced beginner teacher still has no sense of what is and what is not important—that is, what to attend to and what to ignore.

If talented and motivated, advanced beginners develop into *competent* teachers in their third or fourth year of teaching (Berliner, 1988). Berliner believed most teachers should reach this level. At this stage, teachers begin to take responsibility for their actions and learn to determine what is and what is not important. In addition, they become conscious decision makers, prioritise tasks, set rational goals, and make sensible plans. Furthermore, in comparison to novices and advanced beginners, competent teachers often feel more intensely emotional about their successes and failures. Competent teachers, however, continue to systematically employ maxims to solve problems and concentrate on procedural knowledge and direct instruction (Galton, 1996).

After five or so years of teaching, a moderate number of competent teachers will develop into *proficient* teachers (Berliner, 1988). This is the stage at which teachers develop intuition, know-how and holistic pattern recognition. “The proficient performer, however, while intuitive in pattern recognition and in ways of knowing, is still analytic and deliberative in deciding what to do” (Berliner, 1988, p 5).

A small number of proficient teachers will become *expert* teachers (Berliner, 1988; Galton, 1996). Berliner termed them arational because:

Experts have both an intuitive grasp of the situation and seem to sense in nonanalytic and non-deliberative ways the appropriate response to be made. They show fluid performance. (1994, p 166)

Berliner believed Schon’s concept of knowledge-in-action (Schon, 1983) characterises the performance of expert teachers—they “seem to know where to be or what to do at the right time” (1988, p 5). Expert teachers are reflective about atypical events in the classroom, but perform effortlessly and fluidly normally—they routinise classroom procedures. In addition, they teach for understanding (Galton, 1996). They no longer hold to maxims, except for one overriding one, that “circumstances alter cases” (Galton, 1995, p 144).

Other researchers have identified alternative stages in the development of teacher competencies. For example, Abbott-Chapman & Hughes (1995) identified four stages in the development of teacher quality: (1) beginning teachers at entry to the profession; (2) beginning teachers at the end of their first year of teaching; (3) beginning teachers at the end of four years of teaching; and (4) experienced teachers. Stage (1)

corresponds to Berliner's novices; stage (2) corresponds to Berliner's advanced beginners; stage (3) corresponds to Berliner's competents; and stage (4) corresponds to Berliner's proficient and experts.

Career structures also delineate developmental stages for teachers. In Australia, teachers proceed through probation to classroom teacher, AST1, AST2/3, Assistant Principal then Principal. In the United States, a career ladder can involve novice, classroom teacher, enhanced classroom teacher, expert (Koppich, Brown & Amsler, 1990). Demonstrated development of quality of teaching is usually a prerequisite for advancement through career stages, however, teachers also can be promoted due to seniority or opportunity. Career stages align to some degree with Berliner's stages of teacher expertise, but not absolutely as administrative skills come to the fore as teachers move up the career ladder.

According to Berliner, most teachers reach the level of competent teacher, though some never progress further than advanced beginner, but only a few exceptional teachers reach the level of expert teacher (1988; 1989; 1994). The development of teaching expertise is not a given, it must be worked at and is highly individualistic (Bullough & Baughman, 1995a). Also, "the duration of time spent in a stage can be expected to vary widely" (Berliner, 1988, p 6) and the novice to expert continuum is not necessarily linear (Berliner, 1994; Bullough & Baughman, 1995a); teachers can progress at different rates and their movement through the stages can involve loops, U-turns, oscillations and stasis. Additionally, not all teachers begin teaching at the novice level; for example, Nettle found student teachers who have a parent who teaches have a wealth of experience of teaching to draw on; hence, their parent's experience informs their own practice (1995).

Even though many teachers do not reach the expert level, those that do usually have developed a wealth of experience (Carter et al, 1987). As in other domains of expertise, Berliner (1994; Brandt, 1986) believed ten years or more experience as a teacher was a necessary prerequisite for achieving expertise as a teacher, but not a sufficient one—expertise needs to be defined in terms other than merely experience (Berlach, 1993; Berliner, 1987; Bullough & Baughman, 1995a; Carter et al, 1987), yet the two are inextricably linked (Berliner et al, 1988). However, Berliner believed experience, in particular reflected-on experience, can be a good teacher; teachers with motivation to excel and metacognitive skills to learn from experience will reflect upon their teaching and develop quality of teaching from experience (1987).

Based on the research on experts in general and research into teacher expertise, Berliner put forward twelve propositions which apply to expert teachers as compared to novice teachers. Expert teachers, according to Berliner (1994), exhibit the



following behaviours (the last three propositions were, according to Berliner, tentative):

1. they excel mainly in their own domain and in particular contexts;
2. they often develop automaticity for the repetitive operations that are needed to accomplish their goals;
3. they are more sensitive to the task demands and social situation when solving problems;
4. they are more opportunistic and flexible in their teaching;
5. they represent problems in qualitatively different ways;
6. they have fast and accurate pattern recognition capabilities;
7. they perceive meaningful patterns in the domain in which they are experienced;
8. they may begin to solve problems slower, but they bring richer and more personal sources of information to bear on the problem that they are trying to solve;
9. they make substantially more inferences from and assumptions about the information presented to them;
10. they are more evaluative;
11. they attend to the atypical or unique events in the domain in which they have expertise; and
12. they appear to be more confident about their abilities to succeed at instructional tasks.

As these propositions only compare novices and experts, to what extent an advanced beginner, competent or proficient teacher holds to each of these is open to debate. It is likely they also apply to proficient teachers to some extent and to competent teachers to a lesser extent. Determining which stage a teacher is at on the novice to expert continuum thus can prove difficult and is complicated by the fact teachers do not necessarily fit neatly into a particular stage; teachers at one stage can demonstrate characteristics of other stages in certain contexts since expertise is highly contextualised (Berliner, 1988; Desforjes, 1995). In addition, the distinctions Berliner made between each of his five stages are not clearly defined in terms of teaching practice (Desforjes, 1995). Where one stage ends and the other begins often is blurry. Typically, it is probable each of the characteristics outlined in the propositions is gradually developed by teachers as they move through the stages along the continuum from novice to expert and they may display characteristics of different propositions at different levels of expertise. Expert teachers are not necessarily

'expert' with respect to every dimension of teaching—they show strengths and weaknesses across the dimensions of teaching (Leinhardt et al, 1987).

Many of Berliner's propositions have been substantiated through further research by other researchers. This research is discussed in the following section.

### **Characterising Teacher Expertise / Teacher Quality**

It is difficult to identify what makes an expert teacher (Leinhardt & Putnam, 1986). Teachers do not often compete for prizes or championships; and if they do, their judges often are subjective, inexperienced and unqualified (Brandt, 1986). Two studies which identified teachers as expert teachers because they were winners of excellent teaching awards both involved university lecturers (Dunkin, 1995; Purdom, Laframboise & Kromrey, 1997). Thus, the concept of the expert teacher is ill defined (Galton, 1995; Hopkins & Stern, 1996).

In many of the studies on teacher expertise, *expert teachers* were identified by nominations from principals, university staff and/or supervisors (eg, Allen & Casbergue, 1997; Berliner, 1986; Borko & Livingston, 1989; Carter et al, 1988; Carter et al, 1987; Clarridge, 1990; Cumming, 1990; Galton, 1995; Gudmundsdottir, 1990; Henry, 1994; Leinhardt, 1986; Leinhardt, 1989; Livingston & Borko, 1990; Mitchell & Williams, 1993; Rollett, 1992; Sabers et al, 1991; Sanders, Borko & Lockard, 1993) or were teachers who had acquired a reputation for excellence (for example, Bullough & Baughman, 1995a; Even et al, 1993; Galton, 1996; Hopkins & Stern, 1996). Classroom observations of these teachers sometimes augmented the nominations (eg, Berliner, 1988; Carter et al, 1988; Carter et al, 1987; Clarridge, 1990; Leinhardt, 1986; Sabers et al, 1991; Sanders et al, 1993; Westerman, 1991). In one set of studies, 'retention effective' teachers were nominated by students (Abbott-Chapman, Hughes, Holloway & Wyld, 1990; Holloway et al, 1992). In other studies, expert teachers were the cooperating teachers of student teachers (eg, Allen & Casbergue, 1997; Borko & Livingston, 1989; Gonzalez & Carter, 1996; Livingston & Borko, 1990; Rothenberg et al, 1997; Westerman, 1990; Westerman, 1991). In some instances, teacher expertise was determined additionally by student outcomes (eg, Galton, 1996; Hopkins & Stern, 1996; Leinhardt, 1986; Leinhardt, 1989; Leinhardt et al, 1987; Livingston & Borko, 1990). As an example, in the studies at the University of Pittsburgh,

Teachers were selected as experts if, over a five-year period, their students were among the top classrooms in terms of *growth* on achievement-test performance; they were also confirmed as experts by local supervisors and principals. (Leinhardt & Putnam, 1986, p 28, emphasis in original)

In all studies, experience was considered a prerequisite for teacher quality, but in some instances, teacher quality was simply identified with experience (eg, Clermont, Borko & Krajcik, 1994; Gudmundsdottir & Shulman, 1987; Manning & Payne, 1996; Peterson & Comeaux, 1987; Rothenberg et al, 1997; Shulman, 1987). Yet, Sternberg & Horvath warned against viewing “every experienced teacher as a presumptive expert” (1995, p 14). In reviewing the work of Housner & Griffey (1985), Berliner noted that experienced teachers incorporated competent, proficient and expert teachers (1989)—thus, it is difficult to differentiate between expert teachers and experienced teachers (Carter et al, 1988). Therefore, the concept of teacher quality is more robust, though less specific (see Chapter 5, Teacher Quality from page 152). Research by Brandon & Heck (1995) showed there is only a slight positive, though significant, relationship between the number of years a teacher has taught in a school and their quality of teaching. Comparative studies between experienced and expert teachers need to be conducted in order to tease out the differences between these two types of teacher (Carter et al, 1987).

In teacher expertise research, *novice teachers* usually have been preservice/student teachers (eg, Allen & Casbergue, 1997; Berliner, 1986; Borko & Livingston, 1989; Brandt, 1986; Cleary & Groer, 1994; Cumming, 1990; Gonzalez & Carter, 1996; Henry, 1994; Leinhardt, 1986; Leinhardt, 1989; Leinhardt & Putnam, 1986; Livingston & Borko, 1990; Peterson & Comeaux, 1987; Westerman, 1990; Westerman, 1991)—yet some researchers distinguished between preservice and novice teachers (eg, Mostert & Nuttycombe, 1991). In the studies of Berliner and colleagues, and others, the novices identified were those with excellent student teaching evaluations (Berliner, 1988; Borko & Livingston, 1989; Carter et al, 1988; Carter et al, 1987; Clarridge, 1990; Clarridge & Berliner, 1991; Sabers et al, 1991). In other studies, novices were teachers in their first or second year of teaching (eg, Carter et al, 1988; Carter et al, 1987; Clarridge, 1990; Clarridge & Berliner, 1991; Even et al, 1993; Sabers et al, 1991). In a study by Clermont et al (1994) novice chemical demonstrators were those who professed low to moderate confidence in conducting chemical demonstrations and used them infrequently in their teaching.

In more recent studies, teacher expertise has been established based on the literature on expert and novice teachers (eg, Berlach, 1993; Bullough & Baughman, 1995a; Burry-Stock & Oxford, 1993; Purdom et al, 1997; Sanders et al, 1993; van der Mars, Volger & Cusimano, 1995; Westerman, 1991). Burry-Stock & Oxford developed the Expert Science Teaching Evaluation Model (ESTEEM) based on constructivist theory and the novice/expert literature. Testing of their model indicated expert teachers were defined by the ESTEEM evaluation criteria but they suggested caution in considering what expert means (1993).

Also with reference to the literature, Henry (1994) grouped teachers into Berliner's stages of development based on their years of teaching experience. She recognised, however, "Although Berliner (1988) warned that this was an imprecise way to assign developmental stage, to this date little research had been completed to indicate more accurate groupings" (1994, p 7). Henry also recognised previous research had failed to distinguish adequately between competent, proficient and expert levels of teacher expertise, thus she used the following groupings: novices = preservice teachers; advanced beginners = teachers with 1 year of experience; competents = teachers with 2-3 years of experience; proficient = teachers with 4-5 years of experience; and experts = teachers with 16 or more years of experience. Thus, she felt teachers with 6-15 years of experience were unable to be classified easily along the novice to expert continuum.

In order to identify teacher expertise effectively and efficiently, an objective standard must be determined and set; however, "there are so many variations in how they operate that it's hard to categorize" (Brandt, 1986, p 9). Put another way, "Although expert teachers do many of the same things well, they do not necessarily do them in the same way" (Leinhardt, 1986, p 33). Thus, it is difficult to identify an expert teacher, or indeed, a high quality teacher. Sternberg & Horvath believed a model of the expert teacher was necessary in order "to distinguish those teachers who are expert at teaching students from those who are merely experienced at teaching students" (1995, p 9); but models of proficient, competent, advanced beginner and novice teachers also are needed.

Research by Abbott-Chapman & Hughes "illustrated clearly the 'ideal' or 'image' of the good teacher and the associated competencies which should be acquired, are shared by the majority of teachers, whatever their own classroom practice" (1995, p 42). That is, teachers have a consistent *model* in their heads of the qualities of an *effective* teacher. They also found students agree on who are the good teachers, yet "no specific characteristics [are] unambiguously associated with 'good teaching'" (1995, p 47). Similarly, Peterson & Comeaux stated "expert teaching is an extremely complex skill that may vary from situation to situation. *The expert teacher may not exist*" (1987, p 329); and Sternberg & Horvath concurred:

A premise of our argument is that there exists no well-defined standard that all experts meet and that no nonexperts meet. Rather, experts bear a family resemblance to one another and it is their resemblance to one another that structures the category "expert." A convenient way of talking about such categories is in terms of a *prototype* that represents the central tendency of all the exemplars in the category (Rosch, 1973, 1978). As its name suggests, a prototype embodies the typical exemplar of a category and, as such, serves as a basis for judgments about category membership. (1995, p 9)

Working from an educational psychology framework, Sternberg & Horvath developed such a prototype model of the expert teacher since:

... by viewing teaching expertise as a prototype, we can distinguish experts from experienced nonexperts in a way that acknowledges (a) diversity in the population of expert teachers, and (b) the absence of a set of individually necessary and jointly sufficient features of an expert teacher. (1995, p 14)

Allowing for the diversity of high quality teachers to be accounted for is essential in a field such as teaching which is highly individualistic, especially at the expert level (Bullough & Baughman, 1995a; Leinhardt, 1986; Sternberg & Horvath, 1995).

Sternberg & Horvath considered three basic ways in which experts differ from novices: domain knowledge, efficiency of problem solving, and insight (see Appendix A from page 304 for Purdom et al's (1997) conceptualisation of Sternberg & Horvath's prototype model). However, other research literature has indicated these characteristics are insufficient for modelling expert teaching. The characteristics identified in the research literature can be grouped into three dimensions: knowledge; skills; and personal attributes (see Chapter 5, Model of the High Quality Teacher from page 153). These three dimensions of quality teaching concur with Weinert et al's (1992) attempt to develop a theoretical model of teacher quality by combining the teacher expertise literature with the process-product literature. Weinert et al identified several types of teacher quality: subject matter expertise and diagnostic expertise, which relate to teacher knowledge; and classroom management expertise and instructional expertise, which relate to teacher skill. In relation to personal attributes, Weinert et al noted "In addition, such factors as a teacher's personality attributes, motives, values, and emotions no doubt also influence instruction and teaching" (1992, p 252).

Outstanding teachers integrate these three dimensions of knowledge, skills and personal attributes effectively (Weinert et al, 1992; Westerman, 1991; Williamson, 1994) and do so best in a supportive school environment (Williamson, 1994). Extensive and information-rich mental schemata for classroom teaching enable teachers to integrate their knowledge and skills in accordance with their attitudes to teaching, and so aid problem solving and decision making, since "a teacher's thinking and decision making organize and direct a teacher's behavior and form the context for both teaching and learning" (Westerman, 1991, p 292). As Westerman further stated:

Shulman (1987) conceptualized a teacher's mental representation of a lesson as a bridge linking the teacher's understanding of the lesson content to the learning of the students. (1991, p 293)

In addition, Peterson & Comeaux hypothesised:

... experienced teachers have better-developed knowledge structures or schemata for phenomena related to classroom teaching than do novice teachers. These differences in schemata appear to be reflected both in teachers' ability to recall classroom events as well as in the level of analysis that they bring to bear in problem solving situations in classroom teaching. (1987, p 326)

Findings from their research supported this hypothesis.

Similarly, Borko & Livingston (1989) found expert teachers' schemata are more elaborate, more interconnected and more accessible than those of novices. Likewise, Westerman (1991) found expert teachers' mental schemata were based on a comprehensive view of their classroom.

In the following sections, the three dimensions of knowledge, skills and personal attributes are considered in turn and associated findings from the literature are outlined. It must be remembered, however, that for quality teaching these dimensions are integrated and function within the framework of teachers' mental schemata (see Chapter 5, Model of the High Quality Teacher from page 152).

### **Knowledge Base**

Sternberg (1996) believed the knowledge of expert teachers is thoroughly integrated in the form of schemata, and Shulman (Shulman, 1987) believed the knowledge base of teaching is elaborate. Research has shown high quality teachers have a strong knowledge base and a comprehensive understanding of their field (see for example, Carter et al, 1988; National Project on the Quality of Teaching and Learning, 1993; Purdom et al, 1997), however they "have difficulty in articulating what they know and how they know it" (Shulman, 1987, p 6) because of its elaborate nature.

Sternberg & Horvath split knowledge into several categories: content knowledge; pedagogical knowledge; and practical knowledge. In contrast, Shulman (1987) outlined seven categories of the knowledge base of teachers: content knowledge; general pedagogical knowledge; curriculum knowledge; pedagogical content knowledge; knowledge of learners; knowledge of educational contexts; and knowledge of educational ends, purposes, values. Sternberg & Horvath's category of 'pedagogical knowledge' incorporates Shulman's categories of 'general pedagogical knowledge', 'pedagogical content knowledge' and 'knowledge of learners'; Sternberg & Horvath's category of 'content knowledge' is synonymous with Shulman's category of 'content knowledge'; and Sternberg & Horvath's category of 'practical knowledge' incorporates Shulman's categories of 'knowledge of educational contexts' and 'knowledge of educational ends, purposes, and values' (see Table 2.6 for a summary of types of knowledge). Thus, Shulman's category of 'curriculum

knowledge’ is an extra category of knowledge not explicitly acknowledged in Sternberg & Horvath’s model.

**Table 2.6:** Summary of categories of teacher knowledge.

| Knowledge Type       | Sternberg & Horvath   | Shulman   | Berliner  |
|----------------------|---|---|---|
| Content & Curriculum | <ul style="list-style-type: none"><li>• content knowledge</li></ul>   | <ul style="list-style-type: none"><li>• content knowledge</li><li>• curriculum knowledge</li></ul>  | <ul style="list-style-type: none"><li>• subject matter knowledge</li></ul>  |
| Pedagogical          | <ul style="list-style-type: none"><li>• pedagogical knowledge</li><li>• content specific knowledge</li><li>• content non-specific knowledge</li></ul> | <ul style="list-style-type: none"><li>• general pedagogical knowledge</li><li>• pedagogical content knowledge</li><li>• knowledge of learners</li></ul> | <ul style="list-style-type: none"><li>• pedagogical knowledge</li><li>• pedagogical content knowledge</li><li>• pedagogical learner knowledge</li></ul> |
| Practical            | <ul style="list-style-type: none"><li>• practical knowledge</li></ul>   | <ul style="list-style-type: none"><li>• knowledge of educational contexts, educational ends, purposes and values</li></ul>                              |   |

Extensive content and curriculum knowledge is a key to teacher quality and effective classroom performance (Clarridge, 1990; Leinhardt, 1986; Purdom et al, 1997; Williamson, 1994). According to Shulman expert teachers have a strong “grasp of the material and programs that serve as ‘tools of the trade’ for teachers” (1987, p 8); that is, they are knowledgeable about curriculum content (Hopkins & Stern, 1996; Williamson, 1994).

Pedagogical knowledge was divided by Sternberg & Horvath (1995) into content-specific knowledge and content-non-specific knowledge (ie, pedagogic theory), though Purdom et al (1997) concluded the distinction between the two forms of pedagogical knowledge was not clear. Sternberg & Horvath’s concept of content-specific pedagogical knowledge was what Shulman described as pedagogical content knowledge—integrating knowledge of content, learners and pedagogy (1987). Accordingly, Berliner et al (1988) believed expert teachers necessarily blended two types of knowledge—subject matter knowledge and pedagogical knowledge—and their notion of pedagogical knowledge incorporated pedagogical learner knowledge (Bullough & Baughman, 1995a), which Shulman separately termed knowledge of learners (see Table 2.6).

High quality teachers possess extensive knowledge of how to teach (Purdom et al, 1997), have a wealth of stored knowledge about classrooms, students and events (Carter et al, 1988), know what to and what not to attend to in the classroom (Sabers et al, 1991), and have high levels of pedagogical reasoning (Livingston & Borko, 1989; Livingston & Borko, 1990). However, “In addition to well-organized knowledge of

content and pedagogy, expert teachers need knowledge of the social and political context in which teaching occurs” (Sternberg & Horvath, 1995, p 11).

Practical knowledge was divided by Sternberg & Horvath into explicit and tacit knowledge. According to Sternberg, “tacit knowledge is the knowledge one needs to succeed that is not explicitly taught, and that often is not even verbalized” (Forsythe, Horvath, Sweeney, McNally, Wattendorf, Williams & Sternberg, 1995, p 12). Similarly, Forsythe and colleagues defined tacit knowledge as unspoken, directly tied to action, and “acquired under conditions of low environmental support in on-the-job settings” (1995, p 20). Explicit practical knowledge, on the other hand, is documented in, for example, school policy documents, and so can readily be accessed by teachers. In Purdom et al’s study (1997) high quality teachers demonstrated practical knowledge in their ability to: obtain necessary resources and appropriate professional development support; negotiate effectively with administrators; and be labelled as experts (in this case via an award system for excellent teachers).

In addition, not only do good teachers have a strong knowledge base, they also know how to impart it to students (Hopkins & Stern, 1996).

### **Skills Base**

High quality teachers’ skills base can be categorised into several sub-dimensions: pedagogical skills; management skills; and problem solving skills.

Williamson (1994) identified pedagogic skills (ie, teaching strategies) as one of five dimensions necessary for quality teaching. High quality teachers rely on a large repertoire of strategies and skills they can call on automatically (Gonzalez & Carter, 1996; Hopkins & Stern, 1996; Rollett, 1992)—many of these teaching strategies are student-centred and involve group work.

Leinhardt pointed out, “if there is inadequate time to teach or if the students are not paying attention, it doesn’t matter how good the lesson is” (1986, p 33). Thus, Williamson’s (1994) fifth dimension of quality teaching, managerial competence (ie, behaviour management and administrative skills), is an important determinant of teacher quality. Berliner believed the variables which contribute to successful teaching (eg, allocated time, engaged time, success rates, academic learning time, opportunity to learn, and direct instruction) require executive skills—that is, administrative/management skills (1980).

A third skill of high quality teachers is their ability to solve problems efficiently and insightfully. This ability hinges on their propensity to be reflective. Berliner outlined the problem solving abilities of expert teachers in propositions 3, 5, 6, 7, 8, 9, 10 and 11 (see page 47).



Teachers' ability to identify and solve problems depends on their ability to be reflective about their practice. In addition, the development of expertise from novice to expert requires reflection since reflection transforms performance (Butler, 1996; Hopkins & Stern, 1996). Reflection has been identified by several researchers as an important and necessary component of teacher quality (eg, Grady, 1990; Henry, 1994; Hopkins & Stern, 1996; National Project on the Quality of Teaching and Learning, 1993; Purdom et al, 1997; Rollett, 1992; Sato et al, 1990; Shulman, 1987; Sternberg & Horvath, 1995; Williamson, 1994). Sato et al (1990) found high quality teachers excel at reflection *in practice* (what they termed 'impromptu thinking').

High quality teachers' ability to reflect and solve problems can be attributed, in most cases, to their personal attributes, especially their attitude to teaching.

### **Personal Attributes**

The personal attributes of teachers was not a domain considered by Sternberg & Horvath in their prototype model of the expert teacher, though they are an essential component of teacher quality (Purdom et al, 1997). The personal attributes of high quality teachers can be split into the sub-dimensions of attitude and relationships.

Quality of teaching is dependent upon teachers' self-image (Rollett, 1992), commitment (Hopkins & Stern, 1996), confidence (Carter et al, 1988; Henry, 1994; Hopkins & Stern, 1996), outlook (Rollett, 1992), motivation (Sternberg, 1996), and adaptability to change. Yee (1990) cited teacher effectiveness literature to contend high quality teachers have high self-efficacy and display considerable effort—she referred to self-efficacy and effort jointly as 'professional involvement'.

Furthermore, high quality teachers demonstrate commitment to extending their skills and knowledge. Bullough believed, as did Bereiter & Scardamalia (1993) and Ericsson & Charness (1994), that "expertise is more a process than an end state" and "experts work at the upper edge of their competence; they push boundaries ever outward" (Bullough & Baughman, 1995a, p 461). Thus, in order to develop expert teaching, teachers continually need to be extending their boundaries and taking risks (Bereiter & Scardamalia, 1993; Bullough & Baughman, 1995a; Hopkins & Stern, 1996; Purdom et al, 1997; Shulman, 1987). Similarly, Rollett (1992) found high quality teachers were interested in the extra challenges, not the routines of teaching and strove to improve themselves both personally and professionally.

Researchers also have identified positive, caring and empathic relationships with students as a necessary component of teacher quality (Clarridge, 1990; Holloway et al, 1992; Hopkins & Stern, 1996; National Project on the Quality of Teaching and Learning, 1993; Rollett, 1992; Williamson, 1994). These positive relationships foster

learning environments which are happy, challenging, exciting and motivating (Hopkins & Stern, 1996). High quality teachers are those who concentrate on the child rather than the task (Berliner cited in Galton, 1996; Henry, 1994; Purdom et al, 1997; Rollett, 1992).

The relationships high quality teachers develop with their colleagues also are important. High quality teachers collaborate with their colleagues—the OECD study on teacher quality found:

Beyond exchanging ideas and sharing reflection in order to improve their individual practice, many high-quality teachers also participate in teams that plan and teach together. (Hopkins & Stern, 1996, p 506)

This section has summarised the findings on teacher expertise generated by research which adhered to the novice-expert paradigm and broader research on teacher quality. In the next section research which involved teachers at different levels of expertise (not just novices and experts) is discussed.

### **The Novice to Expert Continuum**

As previously noted, most research into teacher expertise has been conducted within the framework of the novice-expert paradigm (Bullough & Baughman, 1995a). Thus, few studies have been conducted which investigate teacher expertise at different points along the novice to expert continuum; some that have include: Allen & Casbergue (1997); Byra & Sherman (1991); Galton (1995); Henry (1994); and van der Mars et al (1995).

Recent research by Allen & Casbergue (1995; 1996; 1997) investigated the evolution of novice through expert teachers' recall with novices (ie, student teachers), intermediates (ie, teachers with 1 to 6.5 years of experience) and experts (ie, teachers with at least 10 years of experience). They argued "accurate/thorough recall is necessary in order to proceed to subsequent questions in the reflective process" thus "the quality of recall is likely to influence, for better or worse, the quality of reflection" (1997, p 742). Their research agreed with other findings in the cognitive area that "teachers grow in cognition in their years of teaching and possess rich schemata which allow them to demonstrate significantly better recall ability of meaningful classroom occurrences than novices" (1997, p 743).

A participant of their study was identified as a teacher in transition from intermediate (ie, between novice and expert) to expert. This teacher had 6.5 years of teaching experience and demonstrated recall characteristics of both intermediate and expert teachers, thus demonstrating the difficulty in categorising teachers on the novice to expert continuum.

The teacher with 6.5 years experience was more accurate than her immediate peers, recalling with total accuracy as did the experts. More in keeping with experts, this teacher's recall was general; yet unlike the experts, she was as thorough as her intermediate peers in recalling specific behaviors. Like the experts, she reverted to specifics when recalling atypical behaviors. It was concluded that her general yet thorough recall indicated that she had begun pattern formation in her schemata, i.e. the subsuming of behaviors which according to Peterson and Comeaux (1987) is characteristic of expert teachers. (1997, p 752)

Thus, this teacher could have been a proficient teacher and so many traits attributed to experts may also be attributable to proficient.

Longitudinal case studies would be useful in studies of the development of teacher quality and teacher expertise since one teacher could be tracked as they progressed along the novice to expert continuum. Bullough (1995a) is the only researcher to have investigated the transition of a teacher through the five stages of expertise—that is, to follow the development of teacher quality. The teacher Bullough case studied relocated between schools during Bullough's study of her and quit teaching to ghost-write a book before the research was finalised. The findings of this work are discussed in the next section.

TEACHER RELOCATION AND TEACHER QUALITY

Table 2.7: Overview of research relevant to relocation and expertise.

| Author                   | Date  | Title  | Major Focus  |
|--------------------------|-------|--|--|
| Berliner                 | 1994  | Expertise: The wonder of exemplary performances  | Development of teacher expertise.  |
| Bullough & Baughman      | 1995a | Changing Contexts and Expertise in Teaching: First-year teacher after seven years                                  | Case study of a teacher developing expertise who transfers between schools.                            |
| Bullough & Baughman      | 1995b | Narrative Reasoning and Teacher Development: A longitudinal study  | Case study of development of teacher expertise.  |
| Sanders, Borko & Lockard | 1993  | Secondary Science Teachers' Knowledge Base When Teaching Science Courses In and Out of Their Area of Certification | Examined the impact of transition to a new science course on the work of experienced science teachers. |

Hargreaves argued there are “close ties between the quality of learning and the conditions of teaching” (1994b, p 39). If so, are there close ties between quality of teaching and teacher relocation? This question is explored by considering the context dependency of teacher expertise and the limited amount of research which has dealt with both teacher relocation and teacher quality.

## **Context Dependency of Teacher Expertise**

Teacher quality is not static—it is fluid and dependent upon many variables, including the context of teaching (Berliner, 1994; Brandt, 1986; Bullough & Baughman, 1995a; Butler, 1996; Sato et al, 1990; Sternberg & Horvath, 1995). Contextual differences between schools are critically important to the development of teacher quality (Bullough & Baughman, 1995a; Hopkins & Stern, 1996; Williamson, 1994). Problem solving abilities in particular are context dependent (Sato et al, 1990).

Berliner's propositions 1, 7 and 11 (see page 47) suggest the wealth of experience expert teachers develop is limited to a particular domain and context(s). Proposition 1 also suggests expert (or quality) teachers will experience transfer between domains and contexts differently to novice teachers. As Berliner stated, "we should regard expert knowledge as, for the most part, contextually bound ... And this raises problems for transfer" (1994, p 168).

Bullough concurred with Berliner when he stated "Having once shown expertise in teaching does not mean that one will continue to demonstrate expertise, especially in a new setting" (Bullough & Bauhman, 1995a, p 474). A teacher who has demonstrated quality of teaching at one point in their career, may not necessarily continue to do so due to changes in their work; for example, administrative or contextual. Thus, when high quality teachers are removed from the domain and/or context in which they have experience, it is questionable as to whether or not they will continue to operate at the same level in all respects. Certainly, it is possible they may remain operating at the same level in some respects, namely those which are less context specific (eg, lesson opening and closure). However, for those respects which are context specific (eg, student-teacher interaction and anticipation of classroom events/problems), these teachers will need to gain further experience before re-establishing their quality of teaching in those respects (Berliner, 1994; Mager et al, 1986). This may take some time and involve changes to their style and quality of teaching. Thus, when relocated to a new teaching situation, quality of teaching, at least initially, may retrogress.

## **Relocation of High Quality Teachers**

A recent case study which considered the issue of teacher relocation in connection with teacher quality was conducted by Bullough in conjunction with a teacher, Kerrie Baughman (1995a; 1995b). Bullough shadowed Baughman from the beginning of her teaching career to the time when she left teaching, observing her development as a teacher. Kerrie's career included one voluntary relocation between schools after seven years of teaching because she wanted to teach at a school closer to home.

Kerrie's experience of relocation was not positive; "I changed schools ... But, it was an awful, awful year" (1995b, p 11). She experienced problems due to the relocation, many of them exacerbated by the fact she did not have her own classroom at the new school, she changed subject area, and the two school cultures were very different. In addition, because she was not yet established in her new school, she felt she had to play the role of *observer* as opposed to her natural role of *innovator*.

Prior to relocation, Bullough considered Kerrie to have developed quality teaching, to be in Huberman's *experimentation* stage (Huberman, 1993). Bullough (1995a) viewed Kerrie as a teacher who continually pushed the boundaries; it was her commitment to improving practice that distinguished her as a high quality teacher. After relocation, however, "in many respects, she was once again a first year teacher facing the problem of learning how to teach a different group of students; it was a painful beginning" (1995b, p 35)—she was no longer a high quality teacher. Yet, Kerrie believed "Although it was a painful beginning for me, it wasn't a difficult time for my students" (Bullough & Baughman, 1995b, p 38). Kerrie felt her first year or two at her new school was a time of adjustment and discovery.

Kerrie's most crucial problem upon relocation was getting to know the students—she lacked pedagogical learner knowledge (Bullough & Baughman, 1995a). As well as spending time and energy on getting to know her inner-city students, Kerrie also spent time and energy finding out how things were done at her new school (ie, gaining practical knowledge). This was necessary because Kerrie's largest barrier to maintaining her quality of teaching as a teacher upon relocation was the dissimilarity between the school contexts/cultures she relocated from and to (1995a).

Exacerbating her difficulties, Kerrie lacked support at her new school since it was assumed she did not need it because of her perceived 'expertise' and experience. However, she did require support, especially as she was teaching in a new curriculum area. Lack of support was evident in her allocation of difficult classes.

Another study which investigated the interaction between quality of teaching and teacher transition (though not teacher relocation) was Sanders et al's (1993) study of the reassignment of experienced science teachers to teach a new science content area. In comparing the teaching of three experienced science teachers both within and without their area of content expertise, Sanders et al found "Pedagogical knowledge provided a framework for teaching that was filled in by content knowledge and pedagogical content knowledge" (p 733) and that in the out-of-area lessons, the teachers acted as teacher-learners with regard to the content and learnt alongside the students. Their pedagogical knowledge allowed their lessons to flow. Sanders et al reported no problems regarding the demand for these teachers to teach out of area.

## SUMMARY

Relocation is a form of change and involves change of school contexts. Research has found workers and teachers can react both positively and negatively to change and relocation. Their reaction is often dependent upon their attitude and the amount of support they receive when making the change. Provision of appropriate support and a positive attitude on the part of relocated teachers can stimulate professional growth for teachers in their new school context. However, lack of support can mean relocated teachers take longer to adjust to their new school context resulting in negative impacts on their personal and professional lives—for example, increased stress and reduced productivity. Thus, workers and teachers facing change or relocation need to be supported in order to adjust quickly to the change.

Relocation is a fact of life for many Australian teachers because most Australian states have transfer policies which both voluntarily and involuntarily move teachers between schools. The purpose of these transfer policies is to provide equitable staffing in all schools, including difficult-to-staff schools. Most state department of education transfer policies are based on the deficit model which involves involuntary relocation and incentives. Tasmania's Transfer Policy relies mainly on the deficit model for unrequested transfers and was introduced in 1994. Its purpose was to provide experienced (ie, quality) teachers to all schools in the state.

Research into teacher quality and teacher expertise has been extensive, however all but one study has involved only small-scale qualitative research. This has served to provide a basis from which larger research projects can be conducted, including this one. However, most of the teacher expertise research has used the novice-expert paradigm, thus there has been little or no differentiation made between novice, advanced beginner, competent, proficient and expert teachers. In fact, the design of many of the novice-expert studies has been such that the so-called 'expert teachers' in these studies could in fact have included proficient teachers and some competent teachers. Thus, the notion of the high quality teacher has been used in this research to denote teachers at the expert end of the novice to expert continuum and to incorporate the findings of the novice-expert paradigm research.

The novice-expert paradigm research has shown high quality teachers are those who have a strong knowledge base, a strong skills base, have a positive attitude to teaching and have established warm relationships with students and colleagues. Overarching and integrating their knowledge, skills and personal attributes is an interconnected mental schemata of their pedagogy.

Little research has been conducted which investigates the relationship between teacher relocation and teacher quality. In fact, the two studies reported in this chapter did not

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have this relationship as their focus. This research is the first large-scale, qualitative and quantitative research project to conduct research in this area. Detail of the methodology of this research is provided next in Chapter 3.

## **CHAPTER 3**

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### **Methodology**

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The review of the literature presented in Chapter 2 indicated a paucity of research on the impact of relocation on teacher quality and of large scale, quantitative studies into teacher relocation and teacher quality in general. This paucity of research in many ways dictated the design of this study, which is outlined in this chapter. First, an overview of the research methodology is presented detailing the phases of the project. Second, role management issues are discussed, including ethics and access to participants. Third, the samples used in both phases of the project are described, including those used in the pilot studies. Fourth, the data collection instruments used are specified, examples of which are provided in the appendices. Fifth, the methods used to analyse the data—both for textual and numerical data—are outlined. Finally, the strengths and limitations of the research methodology are discussed together with suggestions for improvement of the research design.

#### **DESIGN OF THE STUDY**

This study involved both qualitative and quantitative research techniques and was split into two phases. Phase I, conducted in 1995 and 1996, comprised seven case studies involving mainly qualitative research techniques. Phase II, conducted in 1997, comprised a large sample survey involving mainly quantitative research techniques. Both Phases I and II involved a pilot study.

Both qualitative and quantitative research methods were appropriate and advantageous. The research question together with the lack of research in the area suggested the multi-method research methodology. To determine the impact of relocation on teachers and their quality of teaching, a survey of teachers who recently had relocated was apposite. However, since relevant literature was scant, in order to determine the types of questions to be asked in the survey an ethnographic study involving case studies of relocated teachers was required. In this way, the qualitative aspects of the research enabled an in-depth understanding of the relocation process and its impact on teachers' quality of teaching to be gained, thus providing a knowledge base which informed



construction of the questionnaire. This holistic understanding of teachers' experiences also enabled a clear and informed interpretation of the quantitative research findings from the survey. Thus, depth of coverage of the case studies was balanced with breadth of coverage from the survey (Burns, 1994, p 256), allowing the data collected from the case studies to be validated against the survey results and for generalisations to be made from the survey results.

Data collection, including that for the pilot studies, was conducted over the period February 1995 to September 1997. An outline of the methodology for the study is provided in Table 3.1 (see page 64); it includes an overview of what data was collected and analysed at what time points during the study. The outline indicates pilot studies were conducted, data collection and analysis occurred simultaneously throughout most of the study, case studies were completed and analysed in some detail before the questionnaire was administered, and final analysis and writing up occurred simultaneously. Simultaneous data collection and analysis facilitated the cyclical process of qualitative research (Burns, 1994, p 252) with feedback into the system (ie, information gained from interviews and observations in the early stages of Phase I data collection informed data collection at later stages of Phase I and in Phase II). Simultaneous analysis and writing up focused the analysis to the research question and sub-questions.

"In ethnography, research design refers to a multitude of decisions that have to be taken over the whole course of the fieldwork" (Burns, 1994, p 249) and "ethnographers can only plan ahead of time the course of their investigation in the most general sense" (Burns, 1994, 254). Thus, as Phase I of the study progressed its design was amended on several occasions. The changes made, and the reasons for them, are referred to at the appropriate places throughout this chapter.

### **Phase I: Case Studies**

The pilot study in Phase I was designed to provide background information to inform the construction of the case study data collection instruments and the questionnaire, to develop and test research instruments, and to assist the researcher in becoming practised at conducting interviews and observations and dealing with participants. It involved case studies of three teachers (Alison, Peter and Simon) and one-off interviews with 13 teachers.

The pilot case studies involved teacher shadowing, interviews, classroom observations, teacher logs, document collection, a self-ratings questionnaire and a classroom environment (CE) surveys. Alison and Simon were studied only after relocation whereas Peter was studied both before and after relocation.

Table 3.1: Outline of research methodology.

| Phase of the Study  | Data Collection  | Data Analysis   |
|---|--|---|
| <b>Phase I</b><br>Case studies, one-off interviews.               | <i>1995—Term 1 (Feb–May)</i><br>Pilot Study:<br>–Instrument construction.<br>–Alison, Simon, Peter.<br>Case Study:<br>–Batch 1—Peter.<br><br><i>1995—Term 2 (Jun–Sep)</i><br>Pilot Study:<br>–One-off interviews.<br>–Instrument refinement.<br>Case Study:<br>–Batch 2—Peter.<br><br><i>1995—Term 3 (Sep–Dec)</i><br>Pilot Study:<br>–One-off interviews.<br>Case Study:<br>–Batch 1—Dave, Ian, Jonathon, Norman, Richard, William.<br><br><i>1996—Term 1 (Feb–May)</i><br>Case Study:<br>–Batch 3—Peter.<br>–Batch 2—Dave, Ian, Jonathon, Norman, Richard, William.<br><br><i>1996—Term 3 (Sep–Dec)</i><br>Case Study:<br>–Batch 4—Peter.<br>–Batch 3—Dave, Ian, Jonathon, Norman, Richard, William. | <i>1995—April–December</i><br>–Transcription of interviews.<br>–Typing up of observation notes.<br>–Scoring of CE survey forms.<br>–Feedback to participants.<br>–Statistical analyses of CE survey data.<br><br><i>1996—January–December</i><br>–Transcription of interviews.<br>–Typing up of observation notes.<br>–Scoring of CE survey forms.<br>–Feedback to participants.<br>–Statistical analyses of CE survey data.<br>–Coding of interview transcripts and observation notes in NUD•IST.<br><br><i>1997—January–December</i><br>–Feedback to participants.<br>–Further statistical analyses of CE survey data.<br>–Coding of NUD•IST documents.<br><br><i>1998—January–September</i><br>–Feedback to participants.<br>–Final coding of documents in NUD•IST.<br>–Searching of documents in NUD•IST.<br>–Writing up of thesis. |
| <b>Phase II</b><br>Survey of teachers relocated in 1995 and 1996. | <i>1997—Term 1 (Feb–May)</i><br>Pilot Study:<br>–Questionnaire construction.<br>–B Ed Inservice students.<br>–Case study participants.<br>Survey:<br>–Compose survey participants’ list.<br><br><i>1997—Term 2 (Jun–Sep)</i><br>Survey:<br>–Mail out.<br>–Check off returned questionnaires.   | <i>1997—June–December</i><br>–Feedback to participants.<br>–Entry of survey responses into SPSS and Word.<br>–Statistical analyses of survey data.<br>–Writing up of thesis.<br><br><i>1998—January–September</i><br>–Further statistical analyses of survey data.<br>–Writing up of thesis.<br><br><i>1999—January–February</i><br>–Writing up of thesis.  |

NB: The literature review was ongoing throughout Phases I and II of the study.

The data obtained from the pilot case study interviews were rich but limited. Therefore, the pilot study was extended to include the one-off interviews with teachers who had relocated to a new school in the previous one or two years. The data from these interviews and the case studies allowed a framework to be generated within which the research was conducted and analysed.

Peter, a participant in the pilot study case studies, was considered to be an expert teacher and because he also provided excellent insights into his experience as a relocated teacher he was invited to participate in the main study. He agreed and so joined six other male, mathematics/science/computing, grades 7 to 12 teachers as case study participants. All teachers were studied in the term immediately prior to their relocation (Batch 1), in the term immediately subsequent to their relocation (Batch 2) and in the third term subsequent to their relocation (Batch 3) (refer to Table 3.1 on page 63). Peter also was studied one year after relocation (Batch 4). Data was collected immediately before and after relocation in order for comparisons to be made, and one year subsequent to the initial collection of data in order to observe the impact of relocation over an extended period and to account for variables such as end of school year practices.

The case studies involved:

- teacher shadowing;
- classroom observations;
- in-depth interviewing of teachers;
- classroom environment surveys of students;
- collection of documents; and
- teacher self-ratings.

Each of these methodologies is explained in the section on Data Collection from page 72.

The case studies were ethnographic (ie, interpretive/descriptive) in nature (Tesch, 1990). Ethnography incorporates six orientations to research (Burns, 1994, p 249): (1) understanding and interpretation; (2) process; (3) naturalism; (4) holism; (5) multiple perspectives; and (6) multiple techniques. The case studies were concerned with understanding and interpreting the social action of teachers relocating from one school to another and its implications for their teaching (understanding and interpretation). The emphasis of the research was on the process the relocated teachers went through. The case studies studied the teachers before, during and after relocation (process). The teachers were studied in the natural setting of their classrooms and the wider context of teaching and relocation was taken into account; for example, the Transfer Policy, the school environments, the wider communities and student cultures (naturalism and holism). Multiple perspectives were considered important and as such not only were the perspectives of the researcher investigated but also those of the

relocated teachers and their students (multiple perspectives). Multiple techniques were employed; for example, interviews, classroom observations, and student surveys (multiple techniques).

In addition, ethnographic researchers are generally concerned with generating and developing theory (Burns, 1994, p 248). This research was concerned with generating theory on the impact of relocation on teacher quality. Additionally, in educational ethnography (or naturalistic inquiry) “rather than claiming that any theory has been derived, researchers ‘construct hypotheses ... and *attempt* to demonstrate support for those ... hypotheses’ (Bogdan and Taylor, 1975, p. 79, emphasis mine)” (Tesch, 1990, p 90). This research attempted to demonstrate support for the three hypotheses outlined in Chapter 1 (see Focus of the Research from page 3), firstly through the case studies, and secondly through the survey.

## **Phase II: Survey**

The questionnaire used in the survey was constructed based on the data collected in Phase I. It was piloted twice; firstly on a class of Bachelor of Education (Inservice) students at the University of Tasmania studying research methods and secondly, after some changes were made, on the case study participants. The responses from the second pilot study were entered into StatView and SPSS (see Interpreting Numerical Data from page 87) in order to determine the appropriateness of the structure of the questions for response entry into an appropriate statistical package and subsequent analysis of the data. Subsequently, the structure, but not the gist, of several questions was changed in order to facilitate analysis (eg, answer categories were provided).

The final 13 page questionnaire (see Questionnaire from page 83) was sent to a sample of just over one half of Tasmanian state school teachers who relocated to new schools in 1995/1996 and 1996/1997 (n=592). The aim of the survey was to gather data on the experiences of teachers regarding relocation. It was designed to provide information which could be used to generate a theoretical model of the impact of relocation on teachers and their teaching, to answer the research question and sub-questions, and determine support for the hypotheses.

## **Writing Up**

Data analysis not only occurred alongside data collection, it also occurred alongside the writing up of the study, a methodology suggested for qualitative research (Strauss & Corbin, 1990), but used here for both qualitative and quantitative data. This enabled a focus to be kept on the research question and sub-questions during the analysis.

During the writing up stage, decisions were made on the relative importance, validity and reliability of collected data—as a consequence, some collected data were not included for analysis and reporting in this thesis (eg, teacher logs data from Phase I—see Phase I Data Collection from page 72).

## **ROLE MANAGEMENT**

To facilitate data collection and data analysis, effective management of the study was necessary. Role management refers to such issues as ethics, access/entry, and reciprocity (including feedback) (Marshall & Rossman, 1989, p 63). Approval to conduct the study was obtained from the University of Tasmania's Ethics Committee and the Tasmanian department of education (then the DEA). The Tasmanian branch of the Australian Education Union (AEU Tasmania) was informed of the study.

Ethics approval was granted under the proviso the real names of teachers and schools were not used in the study or any publications resulting from it—aliases were used instead. In addition, any identifying information which could be changed without invalidating the data was altered.

In order to provide participants with an opportunity to correct, alter or delete information pertaining to themselves, any written documentation resulting from the study which included data collected from them (eg, interview transcripts, conference papers) was sent to them for feedback and verification. Very few participants made any changes to the material sent to them and none were substantial changes.

Department of education approval for the study enabled the researcher to gain access to teachers, principals, department of education officers and state schools. Principals, district superintendents and the Director (Human and Personnel Services) were approached over the course of the project to provide names of teachers who could be invited to participate in the study.

## **SAMPLING**

Sampling generally is a more necessary consideration when conducting quantitative research (Burns, 1994; Cohen & Manion, 1994). In this section, however, the samples for both the quantitative and qualitative components of this research are discussed.

### **Phase I Samples**

All participants involved in Phase I of the research were teachers who taught grades 7 to 12 mathematics, science and/or computing. These teachers were chosen because the

researcher's background was as a mathematics, science and computing teacher of grades 7 to 12, and because most of the research into teacher expertise was conducted with mathematics and science teachers.

The three pilot case study participants—Alison, Simon and Peter—were an opportunity sample (Burns, 1994, p 72). They all had taught for between five and ten years. Peter relocated during the pilot study; Alison and Simon had relocated just prior to the pilot study.

The teachers who were invited to participate in the one-off interviews were teachers who had relocated to a new school in the previous one or two years. Thirteen teachers agreed to be interviewed; three women and ten men (one of whom was a principal). The teachers ranged in experience from four years to over 25 years of teaching. The names of these participants were provided by their principals. A letter was sent to all (n=66) Tasmanian senior secondary college, high school and district high school principals in September 1995 asking them to provide a list of mathematics/science teachers at their school who may have been transferring<sup>9</sup> at the end of the 1995 school year and a list of mathematics/science teachers who had transferred into their school in the previous couple of years. A *pro forma* was provided for principals to fax to the researcher with possible teachers' names written in. Replies were received from 39 principals. The names of 29 teachers were provided for the one-off interviews. Those teachers who were appropriate to the study were invited to participate; 13 accepted the invitation. The names of 16 teachers were provided for the case studies; they were invited to participate and five accepted the invitation. These low acceptance rates reflect the pressures of time under which teachers work—many of the teachers who declined to participate stated they did not have the time to give to the study.

Since Peter and the five teachers who accepted the invitation to participate in the case studies were all male, an attempt was made to find a female mathematics/science teacher who was relocating and would be willing to participate in the study. No female participant was found, possibly because the majority of mathematics/science teachers are male and few female teachers had taught continuously in one school for ten or more years due to maternity leave. However, in the process of looking for a female participant another male candidate indicated a willingness to participate in the study. Consequently, there were seven male teachers involved in the case studies—Dave, Ian, Jonathon, Norman, Peter, Richard and William. Table 3.2 displays the demographics of this group of teachers.

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<sup>9</sup> The term 'transferring' is used here because this was the term used in the letter to the principals. It actually refers to relocation.

**Table 3.2:** Demographics of case study participants.

| Demographic                                     | Dave                 | Ian                | Jonathon           | Norman             | Peter             | Richard              | William                    |
|---|----------------------|--------------------|--------------------|--------------------|-------------------|----------------------|----------------------------|
| Number of Years Taught                          | 17                   | 12                 | 25                 | 21                 | 10                | 18                   | 24                         |
| Number of Years Taught in School Relocated From | 12                   | 7                  | 15                 | 11                 | 8                 | 14                   | 8                          |
| When Started at School Relocated To             | Term 1 1996          | Term 1 1996        | Term 1 1996        | Term 1 1996        | Term 2 1995       | Term 1 1996          | Term 1 1996                |
| Number of Previous Relocations                  | 1                    | 1                  | 3                  | 5                  | 0                 | 2                    | 3                          |
| Qualifications                                  | B Ed                 | B Sc Dip Ed        | B Sc TTC [M Ed]    | B Ed               | B Sc Dip Ed       | B Sc Dip Ed          | B Sc (Hons) GradCert       |
| Reason for Relocation                           | Involuntary Transfer | Requested Transfer | Requested Transfer | Voluntary Transfer | Promotion         | Involuntary Transfer | Requested Transfer         |
| School Type Relocated From                      | Urban High School    | Urban High School  | Rural High School  | Urban High School  | Rural High School | Urban College        | Rural District High School |
| School Type Relocated To                        | Urban High School    | Urban High School  | Urban High School  | Urban College      | Urban High School | Urban High School    | Urban College              |
| School Category Relocated From                  | Non A/B              | A                  | Non A/B            | Non A/B            | B                 | Non A/B              | Non A/B                    |
| School Category Relocated To                    | Non A/B              | Non A/B            | Non A/B            | Non A/B            | Non A/B           | Non A/B              | Non A/B                    |
| Position in School Relocated From               | AST1                 | Acting AST3        | AST3               | AST1               | AST1              | AST1                 | AST3                       |
| Position in School Relocated To                 | AST1                 | AST1               | AST3               | AST1               | AST3              | AST1                 | AST3                       |

NB: Square brackets ([ ]) indicate current studies.

This opportunity sample was not representative of the general population of teachers, though there was some variability amongst participants. All participants had at least ten years of teaching experience and had taught in the school they relocated from for at least seven years. One participant, Peter, relocated during the 1995 school year; the others relocated at the beginning of the 1996 school year. The number of previous relocations ranged from zero for Peter (excluding a year teaching overseas) to five for Norman. Most participants had completed a Bachelor of Science degree, though two had completed a Bachelor of Education degree; Jonathon was currently studying for his Master of Education degree and William had completed a Graduate Certificate in Education. Two participants transferred involuntarily while the others relocated voluntarily. All participants relocated to an urban school though three relocated from a rural school. Three teachers relocated across sectors; two to colleges, one from a college. Most participants relocated from and to non-category A/B schools, though Ian relocated from a category A school and Peter relocated from a category B school. All

participants were either an AST1 or an AST3; one participant was promoted, another demoted (ie, went from an acting AST3 position to an AST1 position) upon relocation.

A more representative sample of participants than that obtained for Phase I of the study was sought for the survey.

## **Phase II Samples**

The survey pilot study samples were opportunity samples. The Bachelor of Education (Inservice) students (n=10) were students of the researcher; piloting the questionnaire on this group enabled the researcher to be provided with feedback on the format and structure of the questionnaire. Using the case study participants (n=7) for the second pilot of the survey enabled the researcher to check the validity and reliability of the questions in the questionnaire as responses from the case study participants were compared with interview and observation data.

For the survey, lists of teachers who had transferred to a new school in the past one or two years were requested from each of the seven district superintendents and a list of teachers who had been relocated to a new school in the past one or two years as a result of promotion was requested from the Director (Human and Personnel Services). Lists were provided by six district superintendents and the Director (Human and Personnel Services). All of the lists provided by the district superintendents were incomplete to some extent.

From these lists a master list of teachers appropriate to the study was composed which provided the names and schools of 592 recently relocated teachers—teachers omitted from the master list were those, for example, who had relocated from or to a district office. A questionnaire was sent to each of the teachers on the master list. Twenty-two questionnaires were returned because they were sent to the wrong school or the teacher had since left teaching, and letters/notes were received from a further 12 teachers explaining why they had not completed the questionnaire; for example, they felt it was not appropriate to them or, in one case, it would upset them too much to complete it. Completed questionnaires were received from 363 teachers, though three of these were deemed incomplete or irrelevant (eg, one teacher had last relocated in 1991). Thus, there was a response rate of 65 percent (ie, 360/558). This was a higher response rate than expected for such a long questionnaire with only one follow up—it is possible the contentious nature of the Transfer Policy contributed to the higher than expected response rate. Table 3.3 provides an overview of the demographics of the survey respondents.



**Table 3.3:** Demographics of survey respondents.

| Demographic                          | Category             |                    |             |             |           |         |      |            |
|--------------------------------------|----------------------|--------------------|-------------|-------------|-----------|---------|------|------------|
| Number of Years Taught               | 1-5                  | 6-10               | 11-15       | 16-20       | 21-25     | >25     |      |            |
| Percentage                           | 3                    | 9                  | 23          | 25          | 19        | 22      |      |            |
| Number of Years Taught in Old School | 1-5                  | 6-10               | 11-15       | 16-20       | 21-25     | >25     |      |            |
| Percentage                           | 45                   | 29                 | 15          | 8           | 1         | 1       |      |            |
| When Started at New School           | Start of School Year | During School Year | 1995        | 1996        | 1997      |         |      |            |
| Percentage                           | 92                   | 8                  | 9           | 41          | 51        |         |      |            |
| Highest Teaching Qualifications      | TTC                  | Dip Ed             | B Ed        | Hons        | Other PG  | M Ed    | PhD  |            |
| Percentage                           | 6                    | 41                 | 33          | 4           | 5         | 10      | 0.3  |            |
| Current Studies                      | Yes                  | No                 |             |             |           |         |      |            |
| Percentage                           | 12                   | 88                 |             |             |           |         |      |            |
| Area of Teacher Training             | ECE                  | Primary            | Secondary   | Special Ed  | Other     |         |      |            |
| Percentage                           | 23                   | 40                 | 46          | 7           | 7         |         |      |            |
| Area of Subject Specialisation       | PE/Health            | The Arts           | Science     | Mathematics | SOSE      | English | LOTE | Technology |
| Percentage                           | 12                   | 11                 | 12          | 19          | 19        | 23      | 4    | 16         |
| Reason for Relocation                | Voluntary            | Partly Voluntary   | Involuntary | Policy      | Promotion |         |      |            |
| Percentage                           | 59                   | 22                 | 19          | 78          | 22        |         |      |            |
| Change in School Type                | Same                 | Different          |             |             |           |         |      |            |
| Percentage                           | 66                   | 34                 |             |             |           |         |      |            |
| Previously Taught in School Type     | Yes                  | No                 |             |             |           |         |      |            |
| Percentage                           | 83                   | 17                 |             |             |           |         |      |            |
| Change in School Category            | Same                 | Different          |             |             |           |         |      |            |
| Percentage                           | 72                   | 28                 |             |             |           |         |      |            |
| Change in Position Held              | Same                 | Promotion          | Demotion    |             |           |         |      |            |
| Percentage                           | 79                   | 12                 | 10          |             |           |         |      |            |
| Sex                                  | Female               | Male               |             |             |           |         |      |            |
| Percentage                           | 64                   | 36                 |             |             |           |         |      |            |

Even though these statistics provide an overview of the variability inherent in the sample of survey respondents, the representativeness of these statistics cannot be determined because the proportion of teachers in the entire population is not known for most of these demographic descriptors. However, it is known that in 1995/96 and 1996/97, 924 teachers were transferred to a new school and 132 teachers were relocated to a new school due to promotion; a ratio of 7:1. Of the 363 teachers who responded to the survey, 296 were transferred and the remaining 67 relocated due to promotion; a ratio of approximately 9:2. Thus, a greater proportion of teachers who

relocated due to promotion than is normal for the population of 1995 and 1996 relocated teachers responded to the survey.

Overall, 31 percent of teachers who relocated in 1995/96 and 1996/97 returned the questionnaire (n=326)—34 teachers who returned the questionnaire relocated in 1994/95. This is approximately one-third of the relocated teacher population. Weisberg & Bowen stated:

Generally, so long as (a) the interviewer cannot select the respondent, (b) the sample is fairly large, and (c) there is not overclustering, the sample results will be fairly accurate. (1977, p 35)

Thus, even though the sample is skewed by the greater than normal proportion of teachers who relocated due to promotion and is a convenience sample, because the researcher did not select the sample, the sample is large, and represented approximately one-third of the target population, the responses are not clustered (see Table 3.3), and there was a representative distribution of male to female teachers (approximately 1:2—in 1996 there were 1680 male teachers and 3791 female teachers, and in 1997 there were 1705 male teachers and 3928 female teachers), the sample was considered sufficiently representative of relocated teachers in Tasmania.

## DATA COLLECTION

Both qualitative and quantitative data were collected. This allowed both deep and broad coverage of the research topic and triangulation of findings. Triangulation was embedded further in the research design firstly by gathering data from different sources (eg, teachers, researcher and students) and by different methods (eg, interviews, observations, surveys and document collection).

The methods of data collection used in this study are outlined in the sections below.

### Phase I Data Collection

Several and varied data collection instruments were developed for use in Phase I of the study. Some of these were discarded at the pilot study phase (eg, scenarios), others were not discarded until they were used in the main study (eg, teacher logs, principals' opinions). Those data collection instruments which were not discarded and were used in the main study, are detailed in the following sections. During Phase I of data collection checklists were designed and used to ensure all necessary data using each instrument were collected from each participant at each relevant time point.

### Teacher Shadowing

Teacher shadowing was used in the case studies in Phase I of the study for all data collection time points. In order to obtain a complete picture of what it was like for teachers to relocate to a new school, the teachers were observed not only in their classroom teaching (see Classroom Observations from page 73), but also at all other times of their school day, including time spent off campus on occasion. This involved following the teachers around (ie, shadowing them) as they interacted with students, colleagues, administrators and support staff, performed administrative duties, prepared lessons, took breaks (eg, for lunch), and undertook the many other myriad tasks a teacher performs each day (Connell, 1985; Lortie, 1975; Scriven, 1994; Walkley, 1995; Williamson, 1995).

As each teacher was shadowed, observation notes were recorded either *in situ* or written up later whilst still fresh in the researcher's memory. The time of observation was noted and any comments thought to be relevant to the study were recorded. The gist of relevant, informal conversations with the case study teachers was recorded. In addition, several instances where the case study teachers were perceived to be acting inauthentically were recorded since "consciously or unconsciously, they will 'put on a show', attempting to influence the initial impressions the fieldworker receives" (Burns, 1994, p 255). 'Putting on a show' also occurred within the classroom setting; such incidences were noted in the classroom observation notes.

### Classroom Observations

Teachers were observed teaching their classes as part of the case studies in Phase I of the data collection. The classroom observations (some of which occurred outside the classroom—for example, on excursion) dovetailed with the teacher shadowing observations. The focus of the observations was to record teacher behaviour, pedagogy and teacher-student interactions so comparisons could be made between the three batches of collected data and to provide the researcher with indications of each teacher's level of teaching expertise.

Originally, a structured classroom observation schedule (COS) was planned for use (see Appendix B from page 306). This schedule was developed during the pilot study based on an observation schedule, Taxonomy of Teacher Behaviour, developed by Openshaw & Cyphert (Simon & Boyer, 1970) and underwent several revisions during its development. It proved difficult to produce one instrument which could be used across all grades from 7 to 12 in the three subject areas of mathematics, science and computing, yet a schedule was developed. However, upon its first usage for the case studies it proved inadequate—not enough relevant detail could be recorded and the

instrument proved unreliable. Consequently, the COS was discarded and the classroom observation notes became a continuation of the teacher shadowing notes.

Relevant observations were continually recorded during a lesson with the time of each observation noted. Observations were considered relevant if they provided context for the lesson, or demonstrated teacher knowledge, teacher skills (including pedagogical practices) or personal attributes of the teacher. The teacher was the main focus of the observations, but, on occasion, student reactions (and sometimes comments) to the teacher were recorded. In addition, a description of the environment within which the teacher worked was recorded. Overall, notes were taken in order to jog the researcher's memory of the lesson upon re-reading the notes.

Appendix C (see page 314) provides an example of one set of typed up observation notes. The notes were formatted (ie, headings, sub-headings and text units) in accordance with the requirements for analysing them using NUD•IST (see Interpreting Textual Data from page 86). The observation notes incorporated both the teacher shadowing and the classroom observation notes. There was a section at the end of the notes for each period/sub-section where general comments for that lesson were recorded (identified by a leading \$); there was a section titled 'Observation Reflections' in which reflections of the researcher were recorded; and there was a section titled '[case study participant's] Comments' in which comments made by the relevant case study participant were recorded. In many cases, these comments were reiterated by the case study participants in their interviews.

### **Interviews**

Interviews were conducted not only as part of the case studies but also as part of the pilot study for Phase I (eg, the one-off interviews). They were employed to gather both background data and data detailing the experiences of relocated teachers.

The case study participants were interviewed on three occasions, once before and twice after relocation; though Peter was interviewed on one extra occasion after relocation (refer to Table 3.1 on page 64). The participants in the one-off interviews were interviewed once only after relocation. The case study and one-off interviews were designed to elicit information from participants on their relocation experience, what forms of support they had received or would have liked to have received, the impact of relocation on their teaching, and their background as a teacher. Many participants included information not only from their most recent relocation, but also from previous relocations.

All of the interviews were tape recorded on two audio cassettes—one main and one backup—and later transcribed. A backup recording was made because the pilot study had alerted the researcher to this need. The interviews began with open-ended questions to encourage the interviewee to talk and to become comfortable talking. The researcher listened attentively, gave appropriate non-verbal cues (Burns, 1994, p 282) and tried to make the interviewee as relaxed as possible. Whenever the interviewee stopped talking the researcher asked if there was anything else the interviewee would like to say on that topic before moving on to the next question.

The interview schedules initially used in the pilot study were highly structured and focused. They were generated first from those used by Mager et al (1986) in their work on change in teachers' work lives and from the ideas developed in Berliner's work on teacher expertise (see Appendix D from page 318 for an example of the initial interview schedule designs). However, these initial interview schedules were later modified based on information gained in a workshop on conducting interviews. The modifications resulted in less structured, but still focused, interview schedules (see Appendix D from page 318 for copies of the final, modified interview schedules for the case study interviews and one-off interviews). The questions asked were no longer closed but open-ended. Use of the modified versions of the interview schedules on pilot study participants indicated richer and more valid data were gathered. However, the more unstructured interview schedules resulted in less reliable data being collected—when using interviews as a method of data collection, there is always a trade-off between reliability and validity (Cohen & Manion, 1994, p 282). Since the aim of the Phase I interviews was to inform the construction of the questionnaire for Phase II of the study, valid data were more desirable than reliable data. The data collected via interview may have been invalidated, however, because:

What people do and what they ought to do, are very often different. Because of this, there is frequently a discrepancy between what people do and what they say they do. Therefore, one must look beyond the 'public' and 'official' versions of reality, in order to examine the unacknowledged or tacit understandings as well. (Burns, 1994, pp 250-251)

Because of this possibility, interviews were not the only form of data collection. For example, the views of students were sought through classroom environment surveys.

### **Classroom Environment Survey**

Classroom environment (CE) surveys were used in the case studies in order to determine students' perceptions of the teaching quality of the case study participants. The students' perceptions were compared for the different batches and also were compared with the observation and interview data. Surveys were used instead of, for

example, group interviews with selected students, because of time and resource constraints—survey data were easier to collect and simpler to analyse than qualitative data. Additionally, the data collected were more reliable though perhaps less valid than, for example, interview data.

Classroom environment surveys were administered to observed classes of students for each case study participant at each data collection time point. However, for Peter, classroom environment surveys were administered only after relocation—that is, term 2 1995, term 1 1996 and term 3 1996. For all other case study participants, surveys were administered both before and after relocation—term 3 1995, term 1 1996 and term 3 1996. Not all classes for each teacher completed CE surveys for each batch; CE surveys were administered on a practicability basis—at times they were not administered because of time constraints (eg, students were completing a test until the end of the period).

To promote validity of responses, the students were asked to take the survey seriously, but not to consider it as a test. Additionally, the researcher made a point of not looking at individuals' responses when collecting the completed CE survey forms. In a couple of instances, the teacher was asked to administer the survey. On these occasions, the teacher was asked to assure the students they would not look at individuals' responses. Students were allowed to discuss their responses with class mates, but were not encouraged to do so. Assistance was provided to students who had literacy problems (eg, those students who had reading difficulties had the statements read out loud to them). Incomplete forms were not included in the analysis.

The classroom environment survey asked students to read statements and circle a response of true or false to that statement as it related to their classroom at the present time. Alternatively, students could circle both true and false responses if they felt the statement was sometimes true and sometimes false, or if they did not understand the statement or did not know how to answer they could skip the statement.

There were four statements (items) for each scale. Each scale attempted to measure one aspect of the classroom environment. Some statements were framed in the positive, some in the negative. For positively phrased statements, a true response was scored as 3, a false response was scored as 1 and any other response was scored as 2. For negatively phrased statements, a true response was scored as 1, a false response was scored as 3 and any other response was scored as 2. Thus, every scale could obtain a score of between 4 and 12.

The classroom environment survey used in this study was originally adapted from the Classroom Environment Scale (Fraser & Fisher, 1983). The short form of this

survey, consisting of 6 scales/24 items (ie, Involvement (I), Affiliation (A), Teacher Support (TS), Task Orientation (TO), Order & Organisation (OO) and Rule Clarity (RC)), was altered to include four additional scales (ie, Teacher Control (TC), Innovation (IN), Content & Curriculum Knowledge (CC) and Pedagogy (P)), and scale A was deleted. The scales of TC and IN were borrowed from the long form of the Classroom Environment Scale, and the scales of CC and P were created for the purposes of this research.

A draft of the CE survey form was piloted three times and three of the four tests<sup>10</sup> recommended by Fraser & Fisher (1983) were conducted on each occasion to determine the reliability and validity of the various scale items (refer to Appendix E from page 331 for copies of three versions of the CE survey form—version 3 is the final version). The fourth measure,  $ETA^2$ , was not relevant to this research because this research focused on the student, not the class, as the unit of analysis; therefore it was omitted from the analysis. After each pilot study, changes were made to the items where necessary to improve the validity and reliability of the instrument. Some items (for scales other than CC and P) were replaced with alternative items listed for the Classroom Environment Scale (Fraser & Fisher, 1983). Additionally, the wording of some items was altered slightly on occasion to make the instrument more applicable to the Australian context and to grades 7 to 12 students. Some items remained problematic, but it was decided to use the instrument as it stood after the third revision and to discard any items which proved invalid or unreliable at the analysis stage.

The results of the three tests for the final two pilot study analyses (ie, of versions 1 and 2 of the CE survey) are shown in Appendix F (see page 337). Based on the results of these tests on both versions 1 and 2 of the CE survey, version 3 was created to be used in the study proper. Apart from these test results, other indicators used to determine the suitability of an item included questions students asked about the *meaning* of a question when filling out the CE survey form. For example, item number 2 on versions 1 and 2 of the CE survey form read 'This teacher "puts down" students'. Many students asked, "What does 'puts down' mean?" which indicated this item was not reliable and so it was not included in version 3 of the CE survey form—another item from the long form of the Classroom Environment Scale was used in its place.

The results of the three tests on version 3 of the CE survey form which was used in the study proper for the seven case study participants are shown in Appendix F (see page

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<sup>10</sup> Test 1—correlation between the four items pertaining to one scale. Test 2—calculate Cronbach  $\alpha$  to test internal consistency reliability of each scale. Test 3—correlation of each scale with all others to test discriminant validity of the CE survey (ie, the extent to which each scale is different from the other scales). Test 4—calculate  $ETA^2$  to determine the ability of each scale to differentiate between classrooms.

337). These tests continued to indicate problems with some of the scales and scale items.

Consequently, factor analysis was conducted for the items to determine if they could be grouped in a more reliable fashion with respect to internal consistency. The best factor solution achieved using all items was for seven factors (see Appendix G from page 344), but it omitted 7 items from the groupings. Factors 1, 2, 3, 4, 5 and 7 were likely factors when the individual items were considered, however, factor 6, which contained only two items (11 and 14) could not be considered internally consistent. The two items were: 'Sometimes the teacher embarrasses students for not knowing the right answer.' (Teacher Support) and 'Students aren't always sure if something is against the rules or not.' (Rule Clarity).

Deleting five items (7, 12, 14, 19 and 30) that suggested themselves as outliers in the factor analysis and the three tests for reliability and validity, and running the factor analysis again for 6 factors (see Appendix G from page 344) resulted in factors which grouped items in a commonsensical way (Abacus Concepts, 1992; Stevens, 1996). Three of the outliers identified by the factor analysis were the three items identified by the more stringent item correlations test—items 7, 14 and 19—as problematic. Also, items 7 (Innovation) and 19 (Involvement) were two items which students often asked for the meaning to be explained when completing the CE survey forms. Therefore, it was appropriate to delete these items from any further analyses. The analysis into six factors resulted in two more items being excluded from the groupings—factors 15 and 24—both Teacher Control items.

The six factors which emerged from the data—now incorporating only 29 of the 36 items—were: Teacher Knowledge, Work Focus, Behaviour Management, Innovation, Teacher Explanation and Teacher Support. The items which comprised each factor are listed in Table 3.4 (see page 79).

The original scale for Teacher Support was kept intact and the factors of Teacher Knowledge, Innovation and Teacher Explanation were slight modifications of the scales Content & Curriculum Knowledge, Innovation and Pedagogy, respectively. The factor Work Focus was a combination of the scales of Involvement, Task Orientation and Order & Organisation, and the factor Behaviour Management was a combination of the scales Rule Clarity and Teacher Control.

The three reliability and validity tests were conducted for these six factors. The results of these are shown in Tables 3.5–3.7. All item correlations for each factor were significantly positive (at  $p < 0.05$ ) (see Table 3.5 on page 80). Therefore, the items for each factor were well grouped.



**Table 3.4:** Factors.

| FACTOR |                      | ITEM |   | Scale |
|--------|----------------------|------|---|-------|
| No.    | Description          | No.  | Description   |       |
| F1     | Teacher Knowledge    | Q8   | The teacher often doesn't know the work very well.                              | C     |
|        |                      | Q17  | The teacher is mostly able to answer student questions.                         | C     |
|        |                      | Q26  | The teacher knows a lot about this subject.                                     | C     |
|        |                      | Q35  | The teacher always knows the work well.   | C     |
|        |                      | Q36  | The teacher helps you to understand the work.                                   | P     |
| F2     | Work Focus           | Q3   | Almost all class time is spent on the lesson for the day.                       | TO    |
|        |                      | Q4   | Students don't interrupt the teacher when he/she is talking.                    | OO    |
|        |                      | Q10  | Students daydream a lot in this class.  | I     |
|        |                      | Q13  | Students are almost always quiet in this class.                                 | OO    |
|        |                      | Q21  | Students don't do much work in this class.                                      | TO    |
|        |                      | Q22  | Students fool around a lot in this class.                                       | OO    |
|        |                      | Q28  | Most students in this class really pay attention to what the teacher is saying. | I     |
|        |                      | Q31  | This class is often very noisy.   | OO    |
| F3     | Behaviour Management | Q5   | There is a clear set of rules for students to follow.                           | RC    |
|        |                      | Q6   | It's easier to get into trouble here than in a lot of other classes.            | TC    |
|        |                      | Q23  | The teacher explains what will happen if a student breaks a rule.               | RC    |
|        |                      | Q32  | The teacher explains what the rules are.  | RC    |
|        |                      | Q33  | Students don't always have to stick to the rules in this class.                 | TC    |
| F4     | Innovation           | Q1   | Very few students take part in class discussions or activities.                 | I     |
|        |                      | Q16  | New and different ways of teaching are not tried very often in this class.      | IN    |
|        |                      | Q25  | The teacher likes students to try unusual projects.                             | IN    |
|        |                      | Q34  | Students have very little to say about how class time is spent.                 | IN    |
| F5     | Teacher Explanation  | Q9   | It is always easy to understand the teacher's explanations.                     | P     |
|        |                      | Q18  | It is often hard to understand the teacher's explanations.                      | P     |
|        |                      | Q27  | The teacher always explains things so you understand.                           | P     |
| F6     | Teacher Support      | Q2   | The teacher takes a personal interest in students.                              | TS    |
|        |                      | Q11  | Sometimes the teacher embarrasses students for not knowing the right answer.    | TS    |
|        |                      | Q20  | The teacher is more like a friend than an authority.                            | TS    |
|        |                      | Q29  | The teacher goes out of his/her way to help students.                           | TS    |

Table 3.5: Stringent factor item correlations.

| Factor                  | Correlation | r value | p value |
|-------------------------|-------------|---------|---------|
| F1 Teacher Knowledge    | Q8 v Q17    | 0.462   | <0.0001 |
|                         | Q8 v Q26    | 0.493   | <0.0001 |
|                         | Q8 v Q35    | 0.477   | <0.0001 |
|                         | Q8 v Q36    | 0.374   | <0.0001 |
|                         | Q17 v Q26   | 0.433   | <0.0001 |
|                         | Q17 v Q35   | 0.387   | <0.0001 |
|                         | Q17 v Q36   | 0.345   | <0.0001 |
|                         | Q26 v Q35   | 0.543   | <0.0001 |
|                         | Q26 v Q36   | 0.335   | <0.0001 |
|                         | Q35 v Q36   | 0.444   | <0.0001 |
|                         | Q3 v Q4     | 0.181   | <0.0001 |
|                         | Q3 v Q10    | 0.187   | <0.0001 |
| F2 Work Focus           | Q3 v Q13    | 0.200   | <0.0001 |
|                         | Q3 v Q21    | 0.277   | <0.0001 |
|                         | Q3 v Q22    | 0.241   | <0.0001 |
|                         | Q3 v Q28    | 0.237   | <0.0001 |
|                         | Q3 v Q31    | 0.208   | <0.0001 |
|                         | Q4 v Q10    | 0.203   | <0.0001 |
|                         | Q4 v Q13    | 0.321   | <0.0001 |
|                         | Q4 v Q21    | 0.221   | <0.0001 |
|                         | Q4 v Q22    | 0.301   | <0.0001 |
|                         | Q4 v Q28    | 0.280   | <0.0001 |
|                         | Q4 v Q31    | 0.295   | <0.0001 |
|                         | Q10 v Q13   | 0.233   | <0.0001 |
|                         | Q10 v Q21   | 0.416   | <0.0001 |
|                         | Q10 v Q22   | 0.372   | <0.0001 |
|                         | Q10 v Q28   | 0.319   | <0.0001 |
|                         | Q10 v Q31   | 0.307   | <0.0001 |
|                         | Q13 v Q21   | 0.352   | <0.0001 |
|                         | Q13 v Q22   | 0.470   | <0.0001 |
|                         | Q13 v Q28   | 0.317   | <0.0001 |
|                         | Q13 v Q31   | 0.485   | <0.0001 |
|                         | Q21 v Q22   | 0.515   | <0.0001 |
|                         | Q21 v Q28   | 0.449   | <0.0001 |
|                         | Q21 v Q31   | 0.374   | <0.0001 |
|                         | Q22 v Q28   | 0.422   | <0.0001 |
|                         | Q22 v Q31   | 0.518   | <0.0001 |
|                         | Q28 v Q31   | 0.335   | <0.0001 |
| F3 Behaviour Management | Q5 v Q6     | 0.080   | 0.0013  |
|                         | Q5 v Q23    | 0.295   | <0.0001 |
|                         | Q5 v Q32    | 0.410   | <0.0001 |
|                         | Q5 v Q33    | 0.224   | <0.0001 |
|                         | Q6 v Q23    | 0.108   | <0.0001 |
|                         | Q6 v Q32    | 0.068   | 0.0067  |
|                         | Q6 v Q33    | 0.127   | <0.0001 |
|                         | Q23 v Q32   | 0.549   | <0.0001 |
|                         | Q23 v Q33   | 0.166   | <0.0001 |
|                         | Q32 v Q33   | 0.196   | <0.0001 |

**Table 3.5:** Stringent factor item correlations (cont.).

| Factor                 | Correlation | r value | p value |
|------------------------|-------------|---------|---------|
| F4 Innovation          | Q1 v Q16    | 0.094   | 0.0002  |
|                        | Q1 v Q25    | 0.111   | <0.0001 |
|                        | Q1 v Q34    | 0.071   | 0.0044  |
|                        | Q16 v Q25   | 0.200   | <0.0001 |
|                        | Q16 v Q34   | 0.193   | <0.0001 |
|                        | Q25 v Q34   | 0.211   | <0.0001 |
| F5 Teacher Explanation | Q9 v Q18    | 0.628   | <0.0001 |
|                        | Q9 v Q27    | 0.564   | <0.0001 |
|                        | Q18 v Q27   | 0.533   | <0.0001 |
| F6 Teacher Support     | Q2 v Q11    | 0.169   | <0.0001 |
|                        | Q2 v Q20    | 0.223   | <0.0001 |
|                        | Q2 v Q29    | 0.295   | <0.0001 |
|                        | Q11 v Q20   | 0.273   | <0.0001 |
|                        | Q11 v Q29   | 0.284   | <0.0001 |
|                        | Q20 v Q29   | 0.330   | <0.0001 |

Additionally, all factors correlated positively with a range of correlation values from 0.166 to 0.548 (see Table 3.6). The factors of Work Focus, Behaviour Management and Innovation were considered to have satisfactory discriminant validity, whereas the factors of Teacher Knowledge, Teacher Explanation and Teacher Support, though distinct, demonstrated considerable overlapping with the other factors.

**Table 3.6:** Factor correlations.

| Factor      | r value | p value  |
|-------------|---------|----------|
| F1 v Not F1 | 0.522   | < 0.0001 |
| F2 v Not F2 | 0.414   | < 0.0001 |
| F3 v Not F3 | 0.166   | < 0.0001 |
| F4 v Not F4 | 0.319   | < 0.0001 |
| F5 v Not F5 | 0.548   | < 0.0001 |
| F6 v Not F6 | 0.481   | < 0.0001 |

The Cronbach  $\alpha$  values for Teacher Knowledge, Work Focus and Teacher Explanation were acceptable and as such these factors were considered sufficiently reliable (see Table 3.7 on page 82). The Cronbach  $\alpha$  values for Behaviour Management and Teacher Support were more than adequate and as such were considered reliable. However, the Cronbach  $\alpha$  value for Innovation was a cause for concern and as such this factor was not considered reliable. Therefore, and because the items comprising the Innovation scale and factor were problematic throughout the analysis, they were omitted from any further analyses.

**Table 3.7:** Cronbach  $\alpha$  for student as unit of measurement.

| Factor                  | Cronbach $\alpha$ |
|-------------------------|-------------------|
| F1 Teacher Knowledge    | 0.786             |
| F2 Work Focus           | 0.792             |
| F3 Behaviour Management | 0.586             |
| F4 Innovation           | 0.407             |
| F5 Teacher Explanation  | 0.802             |
| F6 Teacher Support      | 0.583             |

In summary, the CE survey form used in this study was firstly adapted from a combination of the long and short forms of the Classroom Environment Scale (Fraser & Fisher, 1983). It then underwent three modifications; initially to include two new scales, then to make changes based on the pilot study results. Several items, particularly the Innovation scale items, remained problematic on version 3 of the CE survey form, but version 3 was used in the study proper and any unreliable and invalid items were discarded at the analysis stage. Items 7, 14 and 19 proved to be unreliable and invalid, and items 12 and 30 also were considered unreliable as they remained as outliers in the factor analysis. Thus, these items were deleted from any further analyses of the research results. As the Cronbach  $\alpha$  values for the Involvement and Innovation scales were very low, factor analyses were conducted with the five items indicated deleted. This analysis resulted in the grouping of 29 items into six workable factors, and the deletion of two more items (15 and 24). Reliability and validity tests run for these factors indicated the Innovation scale remained problematic and so was omitted from analyses of the results. Thus, five factors comprising 25 of the original 36 items were used as the basis for the analysis and discussion of the results for the classroom environment survey.

**Document Collection**

During Phase I of the study, as teachers were shadowed and observed, documents relevant to the study were collected. Documents collected included worksheets, tests, school policies (eg, discipline policy), and school handbooks. The worksheets and tests facilitated interpretation of the classroom observation data. The school policies and handbooks provided background information about the culture of the schools the teachers relocated from and to. They also allowed interview comments made by the participants to be interpreted contextually.

**Self-Ratings**

When the one-off interviews were conducted, participants were asked to complete a short questionnaire which provided background information about their relocations and self-ratings of their level of expertise as a teacher (see Appendix H from page 346 for a

copy of the questionnaire). One aim of the self-ratings was to pilot question 4 for use with the case study participants. Based on feedback received from principals and the interview data, the self-ratings were deemed reliable.

In the school term immediately subsequent to relocation, case study participants were asked to complete a self-ratings questionnaire based on question 4 of the one-off participants' questionnaire. The self-ratings questionnaire was designed to determine the participants' opinions of their level of expertise with respect to the novice-expert continuum (see Chapter 2, Stages of Development of Teacher Expertise from page 44) before and after relocation (a copy of the instrument is provided in Appendix H from page 346). The questions were based on Williamson's five dimensions of quality teaching—that is, curriculum and content knowledge; pedagogic skills; reflection; empathy with students; and classroom management (Williamson, 1994). They were composed before the prototype model of the high quality teacher was fully developed.

## **Phase II Data Collection**

Only one data collection instrument was used in Phase II of the study—the questionnaire.

### **Questionnaire**

Phase II of the study involved a mail out survey. The survey was chosen as a suitable methodology because it enabled a large amount of data to be collected from a large number of teachers quickly and easily. In addition, it allowed reliable generalisations to be made about the relocation experience for teachers, its impact on their work and quality of teaching, and suitable mechanisms to support teachers during relocation. As previously indicated (see Phase II Samples from page 70), the questionnaire was sent to 592 teachers, of whom 363 replied and of which 360 questionnaires were complete and appropriate.

The questionnaire was developed on the basis of a review of relevant literature and an analysis of observation data and interview responses provided by pilot study and case study participants (see Phase I Data Collection from page 72). This analysis identified common themes and concerns of relocated teachers which were used to frame the questions in the questionnaire. The questionnaire underwent six revisions, two of which were piloted before the final version was administered. The first pilot was conducted with a group of 12 Bachelor of Education (Inservice) students at the University of Tasmania who were enrolled in the unit Research Investigations in 1996. They were asked to complete the questionnaire as if they had recently relocated and were asked to provide feedback on the structure/design of the questionnaire and the wording of the questions. Feedback from these students was used to revise the

questionnaire which was then piloted on the case study participants. This pilot allowed for consistency of participants' answers on the questionnaire to be compared with their interview responses, self-ratings questionnaire responses and the researcher's observations of them. There was consistency between their various responses and the observed data. This pilot resulted in further refinement of the questions.

Even further refinement was necessary to reduce the size of the questionnaire. The final version had three sections incorporating a total of 20 questions covering 13 A4 pages (a copy of the final questionnaire is included in Appendix I from page 349). Section A asked questions concerning teaching, section B asked questions related to the relocation, and section C asked questions about the teachers' backgrounds.

The categories for question A1, Why did you become a teacher?, were determined from interview responses to a similar question. The statements for question A2, dealing with changes in approaches and attitudes to teaching, were determined from the literature review, interview data and observation data. A five point Likert scale was chosen because it is a scale most teachers are familiar with, it traditionally is used to measure attitudes, it usually is considered a reliable and valid data collection method, and it enabled the responses to be collected in a useable and analysable form (Burns, 1994; Cohen & Manion, 1994; Tuckman, 1972). An unsure category was provided for those respondents who were either unsure of their answer or unsure of the question. Question A3 provided a Likert scale, but instead of ranging from strongly disagree, through disagree, neither disagree nor agree, and agree, to strongly agree, it was based on the novice to expert continuum and so ranged from novice, through advanced beginner, competent, and proficient, to expert. It also provided the category of unsure. Lines were used to connect the category choices to denote the continuum. This question was similar to the self-ratings case study participants and one-off interview participants were asked to complete (see Self-Ratings from page 82), however, the questions were based on the prototype model of the high quality teacher developed for this research (see Chapter 5, Model of the High Quality Teacher from page 152) as opposed to Williamson's five dimensions of teacher quality (Williamson, 1994). The only category not covered by this question was that to do with relationships. Teachers' relationships with students and colleagues were dealt with via other questions on the survey. This first section of the questionnaire was included in order to attempt to determine the level of teacher expertise of the teachers responding to the survey.

The second section of the questionnaire was included in order to determine the attitudes and experiences of teachers upon relocation. Question B1, Why did you relocate to your new school?, sought the reasons for relocation and provided category choices

developed from interview data and discussions with department of education personnel. The statements for questions B2, B4(i), B5(i), B6 and B7(i) were developed as per Question A2. Likewise, Likert scales ranging from strongly disagree to strongly agree with an option of unsure were used to record responses. The categories for Question B3, dealing with settling in time, were determined from interview data. Respondents were given the flexibility of recording a more appropriate time if none of the categories provided were suitable. Questions B4(ii), B5(ii) and B7(ii) provided respondents with the opportunity to record any comments about their relocation experience. Question B8 was one of the most important questions of the questionnaire. It asked respondents to choose or draw their own graph depicting the changes in their quality of teaching prior to, upon and after relocation. The five graphs provided were determined from the data collected as part of the case studies and the one-off interviews.

In order to perform certain statistical tests, demographic and background data needed to be collected. Questions pertaining to this were grouped together in Section C. The reason for putting Section C last, not first, in the questionnaire was to enable respondents to complete the more difficult and reflective questions before they began to tire from completing such a long questionnaire. The questions in Section C were considered easier to respond to. Categories were provided for all questions in order to make it easier for respondents to complete. The categories were derived from the data collected in the pilot study, the case studies and the literature.

The questions on the questionnaire were framed in such a way that it would make completing the questionnaire and analysing the responses manageable.

## **DATA ANALYSIS**

Preliminary data analysis occurred during the pilot study when the data collection instruments were refined. Since there was a dearth of information available in the literature about the impact of relocation on teaching, and, in particular, quality of teaching, this preliminary data analysis was essential in order to develop a framework within which to conduct the study. Continual data analysis was essential also as the study progressed, especially during Phase I, the ethnographic phase of the study. During Phase I continual analysis of the data repeatedly informed the data collection and aided refinement and construction of the data collection instruments. For example, the prototype model of the high quality teacher (see Chapter 5, Model of the High Quality Teacher from page 152) was developed in order to encapsulate the quality of teaching of the case study participants and the development of this model changed the

way the self-ratings were conducted in the survey as opposed to the case studies and one-off interviews.

The data collected in Phases I and II included both textual and numerical data. Textual and numerical data required different types of data analysis and a variety of tools were used to aid these analyses.

## Interpreting Textual Data

The computer software packages Microsoft Word and QSR NUD•IST were used to aid analysis of the textual data collected as part of this research. All textual data and tables were typed using MS Word. All interview transcripts, observation notes, questionnaire comments and any other relevant text documents, once having been saved in text only format in MS Word, were imported into NUD•IST for analysis.

NUD•IST is a qualitative data analysis software package and the acronym stands for Non-numerical Unstructured Data Indexing Searching and Theorising (Qualitative Solutions and Research, 1995). Utilising NUD•IST enabled:

- management, exploration and searching of the text of documents;
- management and exploration of ideas about the data;
- linking of ideas and construction of theories about the data;
- testing of theories about the data; and
- generation of reports (Qualitative Solutions and Research, 1995).

It proved a powerful tool for accessing the large quantity of textual information—43 interview transcript files, 57 observation notes files, six questionnaire comments files, and seven CE survey comments files—both in depth and breadth. This was enabled by developing an indexing system for the research data which allowed searching of and theorising about the data. The indexing system was developed based on the literature review, the collected data, and the data collection instruments; it underwent many revisions and continually evolved throughout the analysis (a copy of the indexing system is included in Appendix J from page 364). There were six types of indices (or codes) developed.

Indices beginning with a 1. were Data indices. These indices were assigned to individual text units within a document. A text unit in this study was designated as a *meaningful paragraph* (after Tesch, 1990)—that is, a paragraph which contained a



single idea and which made sense standing alone. In interview transcripts it could contain more than one speaker and in observation notes it could cover more than one time period. These indices were the *nuts and bolts* of the coding system.

Indices beginning with a 2. were Participant Data indices. These indices were assigned to a whole document and denoted information about the participant whose interview transcript or observation notes, etc were indexed.

Indices beginning with a 3. were Questionnaire Data indices. These indices were assigned to text units within the Questionnaire Comment documents to denote to which question the comments related.

Indices beginning with a 4. were Data Source indices. These indices were assigned to a whole document and denoted the source of the document—that is, whether it was, for example, an interview transcript or observation notes.

Indices beginning with a 5. were Data Analysis indices. These indices were generated by NUD•IST when searches were conducted and were assigned automatically to individual text units based on the results of the search. They were deleted as they were no longer needed.

Indices beginning with a 6. were Methodology Data indices. These indices were assigned to individual text units which mentioned methodological issues.

The indexing system was large because of the vast range of data collected and to enable it to provide in-depth analysis of the data. The further along the branch of an index tree an index resided, the more specific was its focus.

## **Interpreting Numerical Data**

The statistics software packages StatView and SPSS were used to analyse the quantitative data gathered in the study. StatView was chosen initially because of its ease of use, availability and sufficiency. Further into the study, it was necessary to convert all statistical data to SPSS because of the availability (after moving campuses) and sufficiency of this program. SPSS and StatView were used for generating descriptive statistics and frequencies and conducting statistical tests such as factor analysis, t-tests, and correlations. SPSS was used principally to analyse the data collected via the questionnaires, but also to run t-tests on the CE survey data. StatView was used principally to analyse the CE survey data from Phase I of the study for item and scale reliability and validity.

## **Phase I Data Analysis**

Analysis of the data collected in Phase I involved analysis of both textual and numerical data. The textual data resulted from the observation notes, the interview transcripts and the self-ratings. The numerical data resulted from the classroom environment surveys.

### **Classroom Environment Survey**

The CE survey data were analysed first to determine the distribution, normal or otherwise, of the data. The data were found to be non-normal in distribution for the factor Teacher Knowledge for some case study participants, but near normal for all other factors (see Appendix K from page 369). When parametric test results (eg, t-tests) were compared with non-parametric test results (eg, Mann-Whitney U tests), only very slight variations were apparent. Therefore, for consistency with the survey analysis, parametric statistics were used to analyse the CE survey data.

The CE survey data were collected in three batches for all case study participants, though for Peter the batches were all after relocation (refer to Table 3.1 on page 64 for data collection times). Analysis of the data was undertaken to determine if there were any significant differences between the three batches of data collected for each case study participant.

In order to determine if any significant differences between batch data were apparent for each case study participant, independent sample t-tests were run for each comparison in SPSS. That is, the null hypothesis that the distributions of any two different batches of data for a case study participant were the same was tested in each case. The results of these tests are presented in Appendix Q (see page 438) and discussed in Chapter 5 (see page 151).

### **Interview Transcripts**

All interviews were recorded on cassette tape and later transcribed. Transcripts were verbatim accounts of the interviews, except that fillers (eg, 'um', 'er', 'you know') were deleted in most cases so the transcripts read more fluently. Ellipses were used to denote places where sentences were left unfinished or data could not be transcribed due to inaudibility. The transcripts were formatted in accordance with the needs of NUD•IST software (an example of an interview transcript is included in Appendix L from page 373).

Once the transcripts were introduced into NUD•IST they were coded (ie, indexed). Firstly, all whole document indices were attached to each transcript. Secondly, each

transcript was read through text unit by text unit and appropriate text unit codes were attached. The indexing system was modified continually during this process.

After indexing was complete, the interview transcripts were investigated via index searches. The searches conducted were in response to a specific question or hypothesis. For example, to determine what case study participants had said about support received from the department of education upon relocation, a search including documents indexed as '/DataSource /Interview' and '/ParticipantData /ResearchRole /CaseStudy' which involved an intersection of the indices '/Data /Support' and '/Data /Stakeholders /System' was conducted (refer to Appendix J from page 364 for a list of indices).

This method of coding and searching the interview transcripts also was used with the observation notes.

### **Observation Notes**

The observation notes, as noted previously (see Interpreting Textual Data from page 86), were formatted in accordance with the needs of the NUD•IST software (an example of an observation notes document is included in Appendix C from page 312).

Once the observation notes were introduced into NUD•IST they were coded (ie, indexed) as for the interview transcripts. The observation notes were then investigated as per the interview transcripts. Sometimes the searches included both the observation notes and the interview transcripts, but mostly the observation notes were searched separately to the interview transcripts. For example, to help determine the level of expertise of each case study participant with respect to the sub-dimension of content and curriculum knowledge, a search was conducted in which all documents indexed as '/ParticipantData /ResearchRole /Case Study' and '/DataSource /Observation' were searched for the index '/Data /Professional /Teaching /Knowledge /Content' (refer to Appendix J from page 364 for a list of indices).

### **Self-Ratings**

The self-ratings were used to assist in determination of the level of quality of teaching of each of the case study participants. They were used in conjunction with observation data and case study participants' responses to similar questions (A3) on the second pilot version of the questionnaire (see Chapter 5, Impact of Relocation on Teacher Quality from page 158 for discussion of analysis results).

## **Phase II Data Analyses**

All textual questionnaire responses were entered into a Microsoft Word document as questionnaire comments. The MS Word document was separated into sub-sections, one for each survey question which asked for text responses and one sub-section for any other text comments made by respondents. This word document was introduced into NUD•IST and indexed for both whole document, sub-section and text unit indices. The document was searched on its own and in conjunction with other documents (eg, interview transcripts). For example, the questionnaire comments document and the case study interview transcripts were searched to determine what relocated teachers had said about the Transfer Policy—index ‘/Data /Relocation /TransferPolicy’. Comments made by survey respondents were searched also to provide corroborating evidence for the findings from the statistical analyses of the survey data.

All numerical and categorical questionnaire responses were entered as statistical data into an SPSS spreadsheet. One row of data represented one set of responses. All questionnaires were numbered and this number was entered so individual responses could be verified. Subsequent to all raw data being entered, several new columns were generated to aid in the analysis of the data. (A copy of the questionnaire is included in Appendix I from page 349 and detail of how the SPSS spreadsheet was constructed is provided in Appendix M from page 379.)

Statistical tests were performed on the data as the need arose in order to answer a question posed as a result of the analysis of the data or as a consequence of the research question and sub-questions. However, before these tests could be performed, the data needed to be verified and cleaned up.

### **Cleaning Up the Survey Data**

Cleaning up the survey data involved:

- looking for anomalies in the survey data entered into SPSS and checking these against the original survey data;
- recoding data where appropriate (eg, from a scale of 1 to 3, to a scale of 1 to 5);
- recoding missing data as a zero where appropriate (eg, dichotomous variables where 1 signified the presence of a response);
- deleting cases which were anomalous (eg, one case where relocation occurred in 1991); and

- deleting cases which provided insufficient data.

For further information on cleaning up the data refer to Appendix N (see page 434).

### **Factor Analyses**

Factor analyses were performed for two sets of responses from the survey data in order to reduce the number of variables such that analysis would be simpler.

A factor for support was identified from among parts (a) through (f) of question B7(i). A principal components analysis with no rotation and extraction of eigenvalues greater than 1 was performed. Principal components factor analysis was used because only the principal factor needed to be identified. Several analyses were performed, the best one involving five of the six question parts—question B7id was excluded (Abacus Concepts, 1992; Stevens, 1996). The results of the principal components analyses are presented in Appendix O (see page 436).

Two factors related to descriptors of the experience of relocation by survey respondents were identified by maximum likelihood factor analysis with varimax rotation of the B6 variables. The factors identified were classified as grouping descriptors related to a positive experience of relocation and those related to a negative experience of relocation. One variable was not loaded onto either factor—B6i Surprising, possibly because a surprise can have both negative and positive connotations. The results for the maximum likelihood factor analysis are provided in Appendix O (see page 436).

### **Bivariate Analyses**

Bivariate two-tail correlations were conducted on the questionnaire data to determine possible relationships between variables. Pearson's  $r$  correlation coefficient was calculated if the two variables were continuous or ordinal (eg, Likert scale). Spearman's rho correlation coefficient was calculated if either one of the two variables was nominal (Abacus Concepts, 1992; Burns, 1994; Stevens, 1996).

Alternatively, one sample t-tests were conducted on the questionnaire data which compared the mean value of the sub-population for a nominal variable component with the mean value for the entire population—for example, the mean of the sub-population of survey respondents who relocated during the school year for the variable Support was compared with the mean for the variable Support for all survey respondents. These t-tests tested the null hypothesis that there was no significant difference between the overall mean and the mean for the sub-group. Thus, these tests rejected or accepted the null hypothesis, and determined the direction of the difference of the sub-population mean from the entire population mean.

Independent sample two-tail t-tests were conducted on the questionnaire and CE survey data in order to compare variables—for example, to compare Ian's batch 1 and batch 2 CE survey data for Teacher Knowledge. In each case, the null hypothesis that there was no significant difference between the two variables was tested. For each t-test, Levene's test for equality of variances was conducted. If this value (F) was significant at the 0.05 level, the t-test values used were those for unequal means, otherwise the t-test values for equal means were used (as reported by SPSS).

## **Linking Results Between Analyses**

To strengthen the validity and reliability of the findings, the results of the analyses were linked and cross-checked in various ways. For example:

- postulates generated by the case studies and the literature review were tested against the survey results;
- the results of the CE survey analyses were interpreted in light of the observational data and knowledge of the school cultures;
- analyses of the self-ratings, observational data, CE survey data, and interview data were synthesised in order to determine the level of expertise of case study participants (see Chapter 5, Teacher Quality from page 151); and
- the textual data (eg, questionnaire comments, interview transcripts) provided support or counter-examples for the statistical findings from the survey.

This linking between analyses was one of the strengths of this study.

## **STRENGTHS AND LIMITATIONS**

All research has its strong points and its weak points (Burns, 1994; Cohen & Manion, 1994; Tuckman, 1972; Wise, Nordberg & Reitz, 1967). The researcher must ensure, however, that the strengths outweigh the limitations and that the limitations do not undermine the integrity, reliability and validity of the research. This research study had major strengths and minor limitations.

### **Strengths**

The strengths of this research design were as follows.

- The literature review and Phase I of the study allowed the development of a theoretical framework within which to conduct Phase II and the writing up of the study.

- The case studies involved collecting data from different sources (ie, students, teachers, researcher, documents), at different sites (ie, a variety of schools), using different methods (ie, interviews, observations, self-ratings, surveys)—that is, it was multi-sourced, multi-site and multi-method.
- The case studies investigated the participants both before and after relocation. After relocation the participants were investigated twice—once in the first term and again in the third term. Thus, changes in teacher quality could be observed prior to, upon and after relocation.
- The questionnaire was developed from information gained from Phase I of the study and the literature review, thus it was grounded in research.
- The survey was responded to by approximately one-third of its intended population.
- A combination of qualitative and quantitative research enabled both depth and breadth of coverage.
- The research design allowed for the generation and the testing of theory.
- Two models were developed as a result of the research—a prototype model of the high quality teacher and a model of the developmental stages of teacher expertise.

## Limitations

The limitations of this research design were as follows.

- The prototype model of the high quality teacher was not developed until after the self-ratings had been completed, thus there was a mismatch between the self-ratings and Question A3 on the questionnaire. However, both the self-ratings and Question A3 were within the same framework.
- Incomplete lists of relocated teachers were obtained from district offices.
- Only male teachers were found to participate in the case studies, and they all taught in the mathematics, science and/or computing areas.
- There was a reliance on self-ratings combined with years of teaching experience to determine teacher quality for the survey respondents.

- The model of developmental stages of teacher expertise was not developed until after the questionnaire was administered. It could have been used to provide more reliability and validity to the self-ratings (question A3).

### **Suggestions for Improvement**

In hindsight, parts of the research could have been conducted differently to improve validity, reliability, cohesiveness and comprehensiveness of the data collected. For example:

- the CE survey forms could have contained a space for students to make a general comment about their teachers;
- the questionnaire could have contained two further questions: 'Were the respondents transferred under the policy?' and 'How many schools had the respondents taught in during their career?';
- data could have been collected from non-relocated teachers to ascertain the impact of relocation of staff on non-relocated teachers and schools;
- the Likert scales could have been changed so they were more applicable for some questions—for example, the scale for stress could have ranged from 'less stressed' to 'more stressed' instead of 'strongly disagree less stressed' to 'strongly agree less stressed';
- observation notes could have been recorded under sections related to the sub-dimensions of the prototype model of the high quality teacher; and
- the questionnaire could have been designed such that important variables were continuous as opposed to nominal or ordinal in order for regression analysis to be conducted on the data.

### **SUMMARY**

The research methodology used in this study was designed to provide reliable, valid, cohesive and comprehensive data which would enable the research question and sub-questions to be answered and the hypotheses to be tested. Due to the dearth of research literature concerning the impact of relocation on teachers and their quality of teaching, a qualitative approach was decided upon for Phase I of the study in order to provide an in-depth understanding of the issue. The data collected as part of Phase I enabled a theoretical framework to be generated which moulded the development of the questionnaire for Phase II of the study. The survey of Phase II thus verified, or otherwise, the findings from Phase I of the study and generated new data which were



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used to answer the research question and attendant sub-questions, and to test the hypotheses put forward at the beginning of the study. Since responses were received from approximately one-third of the intended population, the results of the analyses of the survey data were generalisable to the population of relocated, Tasmanian state school teachers. Generalisable results on teachers' relocation experiences are presented in the next chapter, Chapter 4.

## **CHAPTER 4**

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### **Teachers' Relocation Experiences**

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All teachers experience relocation differently, and yet there also are similarities in their experiences. Some teachers find relocation a rewarding experience which results in growth, others find it a stressful and sometimes retrogressive experience. Yet most teachers undergo both negative and positive experiences as a result of relocation. These different experiences result, to a large degree, from the changes in context teachers experience upon relocation.

In this chapter, research sub-questions 1, 2 and 3 are addressed. First the changes in context teachers experience upon relocation are outlined. Second, the impact of relocation on teachers is presented. Third, the impact of relocation on teachers' work is detailed.

#### **CHANGES IN CONTEXT**

Many changes in context occur when teachers relocate to a new school. Most noticeably, relocated teachers are working in a new environment—that is, working in a different school building in a different location. The school may be bigger or smaller, older or newer, urban or rural. Additionally, relocated teachers may change school type (eg, from primary to district high school or from high school to college) or school category (eg, from category A to non-category A/B). Thus, the culture (ie, environment, philosophy, student population, etc) of the new school may be very different from the culture of the school relocated from.

Seventy-nine percent of survey respondents and all of the case study participants agreed or strongly agreed the cultures of the schools they relocated from and to were very different (variable B4id on the questionnaire—see Appendix M from page 379 for a list of variables). That is, over three-quarters of relocated teachers found the school cultures (ie, context) very different. Accordingly, 34 percent of survey respondents and three case study participants (Richard, Norman and William) changed school types (variable ChngType). Sixty percent of these survey respondents and one of these case study participants (Norman) had not taught previously in that school type (variable

C3ii). In addition, 27 percent of survey respondents and two case study participants (Ian and Peter) changed school categories (variable ChngCat). Thus, approximately one-third of relocated teachers changed school type and approximately one-quarter changed school category.

Comments from survey respondents which highlighted the differences in school culture and context included:

I moved to a far more traditional school, where as a new staff member I have basically no say in decision making. (55)

The curriculum/behaviour management protocols and expectations of each school are very different ... (95)

Moving from a supportive, innovative staff culture I had helped create, to one that was neither of those was the toughest thing I have done in 25 years of teaching. (150)

My transfer was from a primary to a secondary school so I feel there has been a big impact on my professional life. (347)

The culture of the new school is one of professionally reflective development as opposed to the old which was a dictatorship. (373)

Differences in school cultures were evident also in the case studies. Dave relocated from a small, single sex, authoritarian school (Potoroo HS) with a mix of NESB<sup>11</sup> students to a large, coeducational school (Wallaroo HS) with a relaxed but regulated atmosphere (see Appendix P on page 437 for information on case study school demographics).

Ian relocated from a small, low socio-economic status, modern, progressive, category A school (Pademelon HS) to a large, higher socio-economic status, old, traditional, non-category A/B school (Cassowary HS) where students' work ethic was strong. Ian commented on the marked difference in culture between Pademelon High School and Cassowary High School:

It's a completely different culture, but ... it's probably easier to adjust to a new culture the way I came. I'd say ... even though it's completely different, I guess in many respects it's a little bit easier. It's a nicer school culture [Cassowary HS]. It's different, but it's nicer. I think it basically gets back down to the kids. I mean there are some difficult kids here, but really, when it all boils down to it 95 percent of them ... are polite and do the right thing. (Ian, 17/12/96)

Jonathon relocated from a small, rural, low socio-economic status, progressive school (Emu-Wren HS) to a large, urban, higher socio-economic status, traditional school (Mudlark HS). He also found the school cultures very different:

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<sup>11</sup> NESB is the acronym for Non-English Speaking Background.

... there's a lot more pressure on you because it's just a more high pressure school in terms of kids' achievement and getting things done. I've learnt that what you do here is you come in, you put your head down, your bum up, you get through all this work and then you go home. And ... it's more just constant turning the handle ... Whereas at Emu-Wren it was all unpredictable, the wheels would fall off the cart and there'd be a crisis ... your day was unpredictable. Whereas here it's much more predictable, but it's more pressurised. (Jonathon, 5/12/96)

Norman relocated from Numbat High School to Bellbird College. In some ways he found the cultures very similar; for example, he commented:

I think that teaching is much the same, but just older kids. (Norman, 24/5/96)

However, in other ways Norman found the school cultures very different; for example, with respect to staff relations he commented:

... it's a real different culture. It's a sort of isolated place. I mean people just live in their little areas to a certain extent. Certainly not as sociable as maybe a secondary school generally is. I think in a secondary school things are so tense and there's so much activity, they do work very much more as a team. (Norman, 4/12/96)

Peter relocated from a rural, category A school (Koala HS) to an urban, non-category A/B school (Echidna HS). He found the student cultures very different.

The kids' classroom culture is so far away from what I would like it to be that it's virtually an impossible situation at the moment. To be perfectly honest, a lot of the senior kids that I teach, my junior kids at Koala would be able to think so much better than them. It's not funny, because the kids at Koala knew how to think. These kids have got no idea how to think ... (Peter, 17/7/95)

Richard relocated from a large, coeducational, progressive college (Thylacine College) to a small, single-sex, traditional high school (Potoroo HS). He noticed a marked difference between the school cultures.

In many respects it's like looking back fifteen years in time since this is a very traditional high school, run along old sort of lines. So, it's been a bit of a culture shock in that respect. (Richard, 13/12/96)

William relocated from a small, rural, authoritarian district high school (Bandicoot DHS) to a large, democratic college (Bellbird College). He found the relocation refreshing and enjoyed the less autocratic philosophy of the school.

And I'm so surprised with the difference and the style of the school, comparing that again with Bandicoot, because I was there for a long time and you get into a mould. (William, 23/5/96)

William found the student cultures very different. The students at Bellbird College were older, more diverse, more friendly, more self-reliant and more self-controlled. He also found the staff friendlier.

Thus, the changes in culture and context which occurred for teachers upon relocation were varied and numerous and included, *inter alia*, changes in location, student culture, demographics, school type, school category, philosophy, and politics. Relocated teachers needed to adapt to their new school culture and context in order to teach at a quality level in their new schools. This often required changes to their professional work lives.

### **Professional Changes**

Schools differed regarding their student, staff, parent and local community populations. These differences resulted in changed relationships for relocated teachers. Other differences in context and culture which were significant professionally for relocated teachers included, *inter alia*, changes in grade levels and subject areas taught, changes in position held in the school, and changes in roles and responsibilities. Each of these professional changes is discussed in the following sections.

#### **Changes in Relationships**

Upon relocation, teachers' relationships with students, staff, parents and the local community changed. The changes in staff and student relationships in particular were significant for relocated teachers. Comments from survey respondents on their changes in relationships with students, parents and the local community included:

I am enjoying the new start—I love having a new class of children and I do not know the history of the children which has been good. (76)

For the first time in many years I had a large number of students who were working above what could be expected at my grade level. (378)

Relationships with students changed as I have more in common with families [and] children at my new school. There is also less hostility, suspicion from the families, more acceptance of teacher. (425)

I feel exhausted from the emotional wrench of leaving an area where I was part of a community and I now live in an area where I know no one ... (522)

Relocated teachers needed to establish relationships with students, colleagues, parents and the local community. Comments from survey respondents on establishing relationships included:

Establishing oneself with a different set of colleagues takes time. (22)

I felt I had to "prove" myself in every aspect of my profession, especially in relationships with children / teachers / parents, and in my classroom teaching. (114)

I am now developing relationships [with families]. At Kangaroo they were very well developed due to my position and the small town. (124)

Establishing a reputation with parents has been the more difficult aspect. (364)

I am positive about my relocation. Relationships with children, staff and parents are growing. (366)

Establishing one's credibility with students has been (is) extremely difficult and very stressful, particularly at my age—46. (534)

Relationships with students, staff and families ... had been non-existent prior to relocation to the new school and therefore time was needed to establish relationships. (560)

The process of establishing themselves with staff, students, parents and the local community was daunting for some relocated teachers. For example, for Ian, the thought of having to establish himself anew with staff, students and parents had discouraged him from relocating previously.

I've held off applying for transfer for a long time. It's not as if I've been here [Pademelon HS] for seven years because I particularly like it, but I'm not the sort of person that does like transferring. I don't like starting somewhere new because I have to go through this process of establishing yourself. (Ian, 7/11/95)

For Jonathon, the need to establish a reputation with students, staff and parents put pressure on him. He commented:

There's also pressure on me to be a good performer ... I've got to establish myself as being a good teacher, and it's really important that ... the kids think I'm a good teacher. What I do this year ... if I have the reputation with the kids, "Oh Jonathon, he's hopeless, he's pathetic, he's weak, he's not a good disciplinarian, or he doesn't know what he's talking about, or he doesn't know how to explain things," then that reputation will be established. And so it's really critical, so there's a lot of pressure on me ... to actually be a good performer in the classroom, and that's been my focus ... I have got to establish a good reputation as a teacher in the school, because if I don't do it, you can't regain it. (Jonathon, 27/5/96)

Establishing a reputation with students at a new school was exacerbated by, for example, size of the school. Ian found it difficult to get to know the students at Cassowary High School because it was a large school.

The size of the place I suppose, the number of kids ... it still surprises me even after only seven weeks that I still don't recognise kids, I'm still seeing kids in the corridor and outside that I don't recognise. I don't expect to know their name, but I still don't recognise them. (Ian, 7/5/96)

Likewise, one survey respondent found the size of the school a barrier to establishing staff relationships.

The size of my relocated school has made professional networking much more difficult. (237)

In comparison, a smaller school assisted relocated teachers to quickly become familiar with the students and staff at their new school and so settle in—for example, one survey respondent commented:

A very easy transition from a large school to a smaller one. (488)

Some teachers felt they were best suited to establishing good relationships with a particular age group of students. Norman, who relocated to a college, felt he was best suited to high school students.

The kids here [Bellbird College] are polite, they come into class, sit down and do their work and then go ... For some people, I think that really suits them. I'm happy enough with it, but I don't think it really gets the best value out of me. I think I'm a person who deals best with 7-10 and I don't mind getting in and mixing there. (Norman, 24/5/96)

In contrast, William, who also relocated to a college, felt he was better suited to senior secondary students.

It's a change to have to deal with older teenagers, but that's the age group that I feel I enjoy having relationships with rather than younger ones, and I feel I can communicate with them at a better level whereas I wasn't good with very young children unless I made a real effort to be. Here [Bellbird College] I don't have to make a real effort, to have reasonable communication with college students. (William, 23/5/96)

Thus, Norman changed to students he least preferred and William changed to students he most preferred.

Besides establishing good relationships with students, relocated teachers, especially those in senior positions, also needed to establish good relationships with staff. However, this was sometimes difficult—as Jonathon and Peter commented:

I just don't know the staff, I don't know the staff, I don't know what their feelings are, so I'm a bit stressed out about that. (Jonathon, 27/5/96)

You've got to build a reputation in the place and if you're seen to be just slacking around, not doing anything, it doesn't help. It's an awkward time, trying to build a reputation. They've got nothing to work on, except what they see you doing, and if you're not doing anything then that's your reputation, and it's very hard to turn that around. So, I suppose, you've got to just work a bit harder than you normally would to start with ... the PR is going to be quite important for helping me to build a reputation. (Peter, 5/9/95)

Relocated teachers were aware they needed to be careful not to get colleagues at their new school offside by evincing a 'know it all' attitude or by being aggressive.

But ... in saying that I was very conscious of reactions that I had at Potoroo to new people coming in and saying, "Why don't we do this, this and this. This is what we did at such and such a school." ... and so ... I was careful in what I was saying. (Dave, 8/5/96)

...it's been a real proof that when you move to a school you've got to go softly, softly. You can't go in boots and all, you've got to form lots of relationships before you can even start to do anything I think. (Jonathon, 5/12/96)

If you get people offside early in an institution I reckon you're a goner from there on really. I suppose I've had enough experience and understanding of them [ancillary staff] to try to be a reasonable person with them and here [Bellbird College] if you're reasonable you're okay. If you're pushy, if you're aggressive, if you're unfriendly in this place, you don't get on well. (William, 23/5/96)

This meant they often 'sat back' for a year before suggesting changes or taking on leadership roles. For example, Dave commented further:

... when questions get asked, whereas this year I'd be more likely to say, "Look, do what you think", next year I might have my own opinions. Certainly in staff meetings where I've thought, "Yeah, we should be doing something different", I'm not going to say it this year, I'll wait till I've been here a year, seen what goes on, and then maybe suggest something. (Dave, 20/11/96)

For Richard, establishing relationships with staff was difficult as he was too busy to find time to fraternise with colleagues, and the main staffroom was not well patronised.

Certainly science staff's been not a problem. I don't have a lot of contact with other staff members. A few I knew already before I came here, but ... I spend most of my time up here, [I] don't get lots of free time to go down to the staffroom and socialise as such, apart from Friday afternoons. So no, I can't say I've really got to know too many people at all that well, apart from the science staff. (Richard, 9/5/96)

Establishing relationships was difficult also if staff at the new school were cliquey. Dave and William found it difficult to break into one of these cliques and Peter had to prove himself before being accepted by colleagues.

The staff are a little bit cliquey here in that there's a group that will sit and play cards every lunch hour ... and basically all the men will sit in one end [of the staffroom] and all the women will sit in the other end. (Dave, 8/5/96)

Now I could be wrong here, I might be ultra-sensitive, but I just get the impression they're just checking me out for a while to see if I'm going to sink or swim ... I'm obviously an outsider at the moment. (Peter, 20/6/95)



I'm not in the cliquey groups and I'm not really part of knowing what goes on within the college at the deeper level. (William, 23/5/96)

Relocated teachers found it easier to establish a reputation and relationships with staff if they knew teachers in their new school (see Chapter 6, Support from School Staff from page 244). For example, one survey respondent commented:

Reputation was known by some prior to entering school. (576)

Thus, relocated teachers' relationships with students, staff, parents and the local community needed to be established upon relocation. Some teachers found this more difficult than others, but all realised it was an important factor in settling in at their new school.

### Changes in Grade Level

Changing grade levels upon relocation meant establishing relationships with a different age group of students for relocated teachers. Upon relocation, 42 percent of survey respondents and two case study participants (Dave and Peter) changed grade level for some of their classes, and 30 percent of survey respondents and three case study participants (Norman, Richard and William) change grade level for all of their classes (variable ChngGrd). Survey respondents' comments on their changes in grade level included:

Readjustment to [a] very different grade level. (364)

I went from teaching 5/6 to a 2/3 (a new area for me). Plus I had the added stress of learning the routines etc at the new school. (501)

Extra work having to change grades, after twelve years on one grade. Having to purchase and find more grade appropriate materials. (580)

Dave and Richard both had problems adjusting to different grade levels. Dave found readjusting to teaching grades 7 and 8 difficult. It was noted during observations:

Dave hasn't taught grades 7 and 8 for at least seven years. He thinks he will find it difficult adjusting to the content and determining what suits the students and how long it will take them to learn things and remembering likely problems the students will encounter. (Wallaroo HS, 21/2/96)

Richard found adjusting to grades 7 to 10 students difficult after relocation as he had taught grades 11 and 12 for 14 years previous to relocation.

But I find it very difficult for the grade 7s ... because their progress is reasonably slow I think and it's hard to know whether you're doing the right thing or not. It's just lack of experience. I mean in grade 11 and 12 I know exactly how they're going and the ones that are finding difficulties and why and often I can ... know that they're going to find difficulty with certain bits of work and so you can sort of make sure that's done a little bit differently or several ways. (Richard, 9/5/96)

In comparison, Norman and William, who relocated to a college, did not find the changes in grade level as difficult. Norman missed the younger students, but did not find adjusting to teaching grades 11 and 12 difficult, though there was more pressure on him regarding assessment. William, as mentioned previously, relished the opportunity to work with older students.

Survey respondents who changed grade level and were most positive about their relocation experience were those who relocated to a college (see Table 4.1). Furthermore, survey respondents who changed grade level and had the most negative relocation experiences were those who relocated to a high school (see Table 4.1), perhaps because many of them (22 percent) relocated from colleges.

**Table 4.1:** One sample t-test results for survey respondents who changed grade level—relocation experience with school type relocated to variables.

| Component                  | Component Mean | Population Mean | t value | p value |
|----------------------------|----------------|-----------------|---------|---------|
| Relocated to a high school | 2.8769         | 3.1418          | -3.11   | 0.003   |
| Relocated to a college     | 3.4635         | 3.1418          | 2.76    | 0.011   |

In Tasmania, colleges have traditionally been viewed as the preferred places to teach. As one survey respondent commented:

The HSC [ie, college] system seems to cater better for both staff and students than the high school system. (516)

Furthermore, another survey respondent considered high schools the least preferred places to teach.

I believe high school teaching is the hardest job in the DECCD. (241)

Relocation from a high school to a college thus was viewed positively. One survey respondent commented:

Moving from a high school to teaching at a college is very rewarding ... (118)

Conversely, relocation from a college to a high school was viewed more negatively.

Thus, approximately three-quarters of relocated teachers changed grade level. Many found this difficult, while for others it was unproblematic. Changes in grade level often were associated with changes in teaching area for grades 7–12 teachers. For example, Dave commented on his change in subject area and grade level:

... taking me completely out of info tech and forcing me to take grade 7 and 8 science which I haven't taught for 7, 8, 9 years or something ... (Dave, 8/5/96)

### Changes in Subject Area

Thirty-seven percent of survey respondents and five case study participants (Dave, Jonathon, Norman, Richard and William) changed subject area for some of their classes, and ten percent of survey respondents and no case study participants changed subject area for all of their classes (variable ChngArea).

For many teachers, a change in teaching area meant extra work in learning new skills and knowledge (see Chapter 5, Content and Curriculum Knowledge from page 170). For Dave, however, changing teaching areas meant losing touch with a subject:

... the fact that I've gone from over half my load being information technology to nothing being information technology, that's a bit of a pain ... and the fact that I'm not teaching info tech, if I do go back to info tech, well, I'm not up to date with the latest software, hardware, etc. (Dave, 20/11/96)

Thus, Dave felt that as information technology is a dynamic subject area, his knowledge of the content would quickly become out of date if he did not teach the subject at his new school.

For Norman, changes in subject area meant he could expand his teaching into areas of interest and knowledge. After relocation to Bellbird College Norman taught two lines<sup>12</sup> of mathematics (his major teaching area), and a line each of athletic development and sports studies. His background and interest in sports administration and coaching enabled him to cope with taking on these two subjects. Norman's major problem was coming to terms with the syllabi, especially for trade mathematics and sports studies (see Chapter 5, Content and Curriculum Knowledge from page 170).

Like Norman, some relocated teachers chose to change teaching areas. One survey respondent commented:

I am teaching in a different area. This is my choice and I'm loving it! (142)

Similarly, Richard, found it refreshing to get back to teaching mathematics after a number of years of mainly teaching science subjects.

I haven't taught maths for many years, not in the great detail, not sort of high level maths ... I taught a lot of low level maths at college, but I've sort of got a reasonably good class this year, so that's been good, I've enjoyed that, getting back to maths. So that's one positive aspect of it. (Richard, 13/12/96)

William, who was a trained agriculture and environmental science teacher found teaching out of his trained areas frustrating and stressful, both before and after relocation.

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<sup>12</sup> A line refers to a set of classes on the timetable. Full-time college teachers teach on four lines.

I'm a bit stressed at the moment with having to learn physics because I know I'm a very poor mathematician, a relatively hopeless physicist. I find it very boring and I don't enjoy teaching it and I have a great wish to be teaching the subjects in which I'm qualified and I think I should be teaching. (William, 23/5/96)

Thus, approximately half of the relocating teachers changed their subject area to some extent upon relocation, which some teachers enjoyed, but many found it difficult to some degree. Relocated teachers who taught in a different subject area often had to learn new content and curriculum knowledge (see Chapter 5, Content and Curriculum Knowledge from page 170).

### Changes in Position

Teachers in Tasmanian state schools can hold the positions of classroom teacher, AST1, AST2, AST3, assistant principal or principal. In addition, other positions were referred to by teachers in the study; for example, teacher librarian. Twenty-one percent of survey respondents and two case study participants (Ian and Peter) changed position held in the school upon relocation (variable ChngPosn)—some were promoted (11 percent of survey respondents and Peter) and some were demoted from acting positions (10 percent of survey respondents and Ian). Correspondingly, 16 percent of survey respondents held acting positions prior to relocation (variable C7ia), but only five percent of survey respondents held acting positions after relocation (variable C7iia). Comments from survey respondents about changes in position included:

I came to my present, very different position, in an acting capacity, and stayed ... This position is as Principal of an isolated district school. It is not closely related to my previous position, nor to positions I might want to fill. (49)

I was in an acting senior position at my old school. I took a demotion to be moved to my current school. (119)

Peter was the only case study participant who was promoted upon relocation. He changed his focus upon promotion, focusing more on the whole school as compared to simply on his classes, which created more pressure.

So, I'm not just focusing on one subject any more. So, whereas I probably did think about school-wide issues more before, the buck didn't stop with me, so I didn't sort of worry so much about it. But, now for example, it could well be the buck stops with me if people start questioning what's going on in assessment in the school and I'm seen to have done nothing about improving it. Then that's more pressure on me, I suppose. (Peter, 5/9/95)

Ian was the only case study participant who was demoted upon relocation—he held the position of acting AST3 prior to relocation and the position of AST1 after relocation.

Ian was glad he did not have the responsibilities of a senior position in his first year at Cassowary High School. He commented in interview:

I enjoyed the responsibility in acting in senior positions and stuff over there, but ... it's nice to be a pleb again and have time for yourself. (Ian, 7/5/96)

A break from responsibilities allowed Ian time to adjust to his new context. In fact, Ian made a conscious decision not to take on extra, optional responsibilities in his first year upon relocation in order to adjust to his new environment.

I haven't done anything ... professionally within the school or anything. I haven't taken on any responsibilities and I haven't done anything like that ... I did make a decision at the beginning of the year not to do anything like that. So next year I'll probably get my teeth into a couple of committees and do a few thing because I'll feel a lot happier about the kids and all that sort of thing. (Ian, 17/12/96)

Thus, approximately one-fifth of relocated teachers changed position upon relocation, either through promotion or demotion. A change in position resulted in changes in the professional lives of teachers. Furthermore, a change in position, whether it be through promotion or demotion, usually resulted in changes in roles and responsibilities.

### **Changes in Role**

For 34 percent of survey respondents and four case study participants (Dave, Ian, Norman and Richard), their roles and responsibilities narrowed upon relocation, while for 35 percent of survey respondents and three case study participants (Jonathon, Peter and William), their roles and responsibilities broadened (variable C9). Thus, approximately one-third of relocated teachers' roles narrowed and approximately one-third broadened. Dave commented on his narrowing of roles and responsibilities:

... last year I was ... in charge of info tech at the school, last year I was organising outdoor ed camps and that sort of stuff, ski trip. This year I haven't done anything. (Dave, 20/11/96)

The broadening of relocated teachers' roles and responsibilities was, in some cases, due to promotion, while the narrowing of relocated teachers' roles and responsibilities was sometimes due to demotion from an acting position. Accordingly, for survey respondents, changes in roles and responsibilities (variable C9) correlated significantly with change in position upon relocation (variable PromDem) ( $r=0.3294$ ,  $p=0.000$ ). However, the vast majority of teachers who experienced a broadening (64 percent) or narrowing (82 percent) of their roles and responsibilities were neither promoted nor demoted.

Unlike Ian (see Changes in Position from page 106), some survey respondents commented on changes in their roles and responsibilities regarding a narrowing of their roles and responsibilities as a frustration and a hindrance.

I sometimes feel professionally isolated at present because I had a leadership role for a cluster of schools in my previous position. (22)

Going from Acting Principal (substantively AST2) to AST3 (promotion) meant a decrease in responsibility and decreased decision-making, etc. Extremely frustrating! (109)

Have lost a large number of previous responsibilities, ie SRC, house master, magazine coordinator, responsibility for social science (as some). (220)

As the school is much larger with more staff, it is more difficult for me to take on responsibilities as these are shared between more people—I find this frustrating. (458)

Like Ian, however, some relocated teachers preferred a narrowing of their roles and responsibilities, at least initially, as it gave them time to adjust to their new school and thus helped to refresh their teaching.

... at Potoroo, there I was part of the furniture and I had a leading role in a few bits and pieces, whereas here I don't have a leading role in anything really. And for the first year I've been happy to sit back and concentrate on my teaching and getting to know the kids and sort of what does go on, as opposed to doing other things. (Dave, 20/11/96)

I just concentrate on teaching this year. I don't have any other major responsibilities so it's fine. But whereas coming from Numbat I had quite a number of responsibilities there which kept me busy. (Norman, 4/12/96)

That's been a pleasant change ... I'm not given any responsibilities, I haven't been here long enough. (Richard, 13/12/96)

For these reasons, some teachers wished they had been given fewer roles and responsibilities after relocation. For example, one survey respondent commented:

I feel that as an AST1 I should not have been given any extra roles within the school to enable me to devote more to readjustment. (240)

Thus, some teachers whose roles and responsibilities narrowed were glad of the opportunity to solely concentrate on their teaching upon relocation without the added responsibilities of fulfilling certain roles and responsibilities, such as grade supervisor, within the school. Yet others found the narrowing of their roles and responsibilities frustrating, particularly those who had been demoted from acting positions. Accordingly, change in roles and responsibilities (variable C9) correlated significantly with relocation experience (variable RelnExpc) ( $r=0.2647$ ,  $p=0.000$ ). That is, relocated teachers whose roles and responsibilities broadened were more likely to have

a positive relocation experience and relocated teachers whose roles and responsibilities narrowed were more likely to have a negative relocation experience.

Teachers whose roles and responsibilities broadened and so had high administration loads were often those who relocated to small schools which could mean they were the only teacher of a subject area or there were fewer management staff.

They [responsibilities] have to [broaden] in small schools—less people have to do the same number of jobs as in larger schools. (142)

Moving from a city school as one of 4 [physical education] teachers on staff to a district school where I am responsible for K-12 is excellent. The organisation skills, capabilities that I hadn't needed before (but always knew I had) are being well and truly used. (489)

Alternatively, teachers with high administration loads were those newly promoted or holding promoted positions.

My AST3 portfolio is staggering in its broad requirements and complexity. (48)

[In 1996] I was given 40 minutes more duty than other AST3s, at least 1 supervision each week (even though I was on load) and had more responsibility than any other AST3 ... (124)

Fifty-five percent of survey respondents who relocated to a district high school or category B school (ie, smaller schools) broadened their roles and responsibilities, while approximately half that number, 26 percent, narrowed their roles and responsibilities.

Thus, approximately two-thirds of relocated teachers changed their roles and responsibilities upon relocation, either broadened or narrowed. These changes were sometimes due to promotion or demotion, but not for the majority of relocated teachers. Some teachers welcomed a narrowing of roles and responsibilities initially upon relocation in order to adjust to their new school context. Teachers relocated to smaller schools were more likely to experience a broadening of roles and responsibilities than teachers relocated to larger schools.

Upon relocation, therefore, teachers underwent many changes in their professional working lives—changes in roles and responsibilities, changes in position held in the school, changes in relationships with students, staff, parents and the local community, changes in classes taught, and changes in subject areas taught, and many of these changes overlapped. For example, survey respondents commented on their varied professional changes.

I have changed from a full time home economics teacher to a teacher-librarian—therefore I have experienced many changes (for the better). (87)

Change from full-time to part-time and change from classroom teaching to support staff and from primary area to early childhood. (122)

In addition, upon relocation, teachers also underwent changes in their personal lives.

## Personal Changes

Relocation resulted in changes in the personal lives of teachers, including changes in their living arrangements, time spent travelling to and from work, and disruption to their family life. Eighteen percent of survey respondents and one case study participant (Peter) moved house upon relocation (variable B2b). For Peter, moving house was problematic; he had difficulties selling his house at Koala and buying a house near Echidna.

Personally, the living arrangements aren't as good, but still, that's life. So, that puts the pressure on a bit. (Peter, 17/7/95)

Similarly, at least one survey respondent found the need to move house problematic.

The area to which I moved had very limited accommodation. My husband and I were virtually "homeless" for six weeks after school began without furniture and belongings in storage. Very stressful and difficult. (570)

For relocated teachers who moved away from home, isolation was a problem. As one survey respondent commented:

Isolation, in particular, has been a feature of my personal situation. (49)

In comparison, teachers who relocated to a school such that they could now live at home were positive about the relocation.

I was lucky because the transfer policy enabled me to be relocated to a school which allowed me to live at home—the section which states you could be no more than 65 km away from home. (581)

Forty-three percent of survey respondents and no case study participants had more distance to travel to work, while 38 percent of survey respondents and four case study participants (Dave, Jonathon, Peter and William) had less distance to travel to work (variable B2c). A number of survey respondents (22 percent) who had less distance to travel had requested a transfer, often in order to be closer to their work. Comments from survey respondents who had less distance to travel to work included:

Closer to home—no more travelling. (10)

Previously I was travelling 62 km to reach my school. I transferred to be closer to home and get back into classroom teaching. (24)



I requested a transfer to another district plus a school reasonably close to home. (62)

As I lived on the western edge of one district and already travelled 20 km to school any move would make it at least 35 [km]. I applied for promotion to a school 5 minutes from home—to change districts. (343)

Having to travel 20 kms return rather than 100 kms return trip has meant less physically hassled. (430)

I was travelling 40 km a day and wanted less travel. (441)

Dave and William detailed advantages of living closer to their new school.

Yeah, it's closer to home ... so from that point of view it's more convenient. And one of the things living sort of 20, 30 k [sic] away from the school is it's a real effort to get back and come to a social or coach a team after school or anything like that. So, yeah from that point of view that's been a disadvantage in living away from the place. (Dave, 28/11/95)

If I want to nip up here [Bellbird College] for an evening because I'm living fairly close to here, it's great, I can drop in and out ... Just a shorter distance of travelling has had quite a major effect, a greater effect than I thought it would have in just your own personal life and organisation. And if you're comfortable and relaxed with that then that's going to affect your working life too. And ... I haven't been ... very close to the school I've been teaching [at] for some length of time and I didn't think it was any real problem, but it's been great being closer to the college, because I can ride my motorbike too some days, and that keeps me happy because I enjoy it. So in terms of the transfer, distance has had an effect. (William, 23/5/96)

In comparison, those teachers who had more distance to travel to work found it frustrating and stressful. One survey respondent who had a long distance to travel commented:

Travelling 140 km a day back and forth to work is alienating, stressful and sucks! (450)

Hence, the changes in teachers' personal lives, as with the changes in their professional lives, impacted on teachers.

## IMPACT OF RELOCATION ON TEACHERS

Relocation impacted on teachers in a myriad of ways, some positive and some negative. On the questionnaire, teachers were asked to indicate if certain adjectives described their relocation experience. A summary of survey responses is provided in Table 4.2 (see page 112).

The data in Table 4.2 indicate survey respondents, overall, found the relocation experience to be a learning one, rewarding, refreshing, surprising and exciting, but

stressful, frustrating, challenging and tiring. Survey respondents were more ambiguous about whether or not the relocation experience was smooth, lonely, scary, difficult or traumatic.

**Table 4.2:** Percentage frequencies of survey responses (n=360)—describing power of adjectives for relocation experience.

| Adjective   | SD   | D    | N    | A    | SA   | Missing |
|-------------|------|------|------|------|------|---------|
| Smooth      | 12.2 | 21.7 | 9.4  | 35.6 | 15.6 | 5.6     |
| Learning    | 1.4  | 2.2  | 12.8 | 55.3 | 19.4 | 8.9     |
| Stressful   | 9.2  | 15.6 | 11.7 | 33.6 | 24.4 | 5.6     |
| Rewarding   | 5.6  | 12.5 | 17.8 | 40.6 | 16.7 | 6.9     |
| Lonely      | 14.4 | 27.2 | 15.6 | 27.2 | 8.6  | 6.9     |
| Scary       | 12.8 | 19.4 | 18.6 | 30.8 | 9.7  | 8.6     |
| Refreshing  | 5.3  | 13.9 | 15.6 | 45.3 | 13.6 | 6.4     |
| Frustrating | 11.1 | 20.8 | 14.4 | 31.7 | 15.8 | 6.1     |
| Surprising  | 3.3  | 14.7 | 36.1 | 25.6 | 9.7  | 10.6    |
| Difficult   | 8.6  | 19.2 | 18.6 | 29.7 | 16.7 | 7.2     |
| Challenging | 2.5  | 4.2  | 7.8  | 55.0 | 25.0 | 5.6     |
| Traumatic   | 17.8 | 25.6 | 17.8 | 20.0 | 11.9 | 6.9     |
| Exciting    | 6.1  | 12.5 | 17.8 | 42.8 | 13.6 | 7.2     |
| Tiring      | 4.4  | 8.3  | 14.2 | 40.3 | 26.9 | 5.8     |

Using factor analysis, all but one of these adjectives were grouped into two factors denoting an overall positive experience of relocation and an overall negative experience of relocation. These two factors then were combined to produce a variable (RelnExpc) which measured relocation experience with a range of 1 for most negative to 5 for most positive (refer to Chapter 3, Factor Analyses from page 91 and Appendix O from page 435 for more information). Thirty-one percent of survey respondents and 1 case study participant (William) indicated their relocation experience was, overall, positive and 21 percent of survey respondents and four case study participants (Ian, Jonathon, Peter and Richard) indicated their relocation experience was, overall, negative (variable RelnExpc). Accordingly, the mean value for relocation experience for survey respondents was 3.095, a slightly positive value. Comments from survey respondents on their relocation experience included:

I have become more tired/stressed. The work load has doubled and there are more restrictions on your ‘flexibility’ as a teacher. (2)

While my current role of acting Principal is, at times, very stressful, I also find it challenging<sup>13</sup>, fascinating and rewarding. (67)

Stressful, challenging, worrying, unsettling. (141)

I am much happier in all areas of my professional life. (168)

<sup>13</sup> Even though some teachers used the term ‘challenging’ in a positive sense, it grouped with other negative terms in factor analysis indicating the different ways in which this term can be interpreted. For example, a challenge may be stressful, but also can be stimulating.

I am unusual among my friends and colleagues in that I am very happy in my new position; it is very different, yet challenging. (175)

Exciting, challenging, enjoyable, professionally and personally rewarding. (195)

Although I looked forward to a new challenge in my teaching career I found the process stressful. (240)

In comparison, the case study participants were more negative than positive when describing their relocation experience. On the pilot survey, their mean score for relocation experience was 2.660. In addition, the case study participants were asked in interview what adjectives described their relocation experience. Dave did not provide any describing words (he just indicated there was 'no problem'); Ian used the words **apprehensive, scared, stressed, positive, relaxed** and **enthusiastic** before relocation, and **stressful, nervousness, trepidation, frustration, boredom** and **achievement** after relocation; Jonathon used the words **scary, anxious, exciting** and **challenging** before relocation, and **variable, difficult, tiring, exhausting, constant, lonely, anxious, overworked, overwhelmed** and **stressed** after relocation; Norman used the phrase **looking for a change** before relocation, and the words **happy, smooth** and **comfortable** after relocation; Peter used the words **learning, humbling, frustrating** and **tiring** after relocation; Richard used the word **angry** before relocation, and **annoying, frustrating** and **stressful** after relocation; and William used the words **sad** and **relief** before relocation, and **smooth, enjoyable, exciting, motivating, challenging, disturbing, distressing, stressful** and **positive** after relocation. Thus, overall, the relocation experience was negative for Ian, Jonathon, Peter and Richard, positive for Norman and William, and neither positive nor negative for Dave, though all case study participants had both positive and negative experiences.

Of the case study participants, Norman and William, who experienced the most positive relocations, relocated to a college and Richard, who experienced the most negative relocation, relocated from a college. These findings held for survey respondents—teachers who relocated to a college (70 percent from a high school) had the most positive relocation experiences and teachers who relocated from a college (68 percent to a high school) had the most negative relocation experiences (see Table 4.3). This finding reinforces the notion referred to earlier that teachers preferred to teach in colleges over high schools.

The data in Tables 4.3 and 4.4 indicate survey respondents who had the most negative relocation experiences were those who relocated involuntarily, agreed school cultures were very different, lacked control over the transfer process, did not receive adequate support, experienced a sharp drop in quality of teaching upon relocation, experienced

an overall decline in quality of teaching, relocated to a high school, had taught at their previous school for many years, experienced a narrowing of roles and responsibilities, or changed school and teaching contexts.

**Table 4.3:** One sample t-test results for survey respondents—relocation experience with other variable components.

| Component                   | Component Mean | Population Mean | t value | p value |
|-----------------------------|----------------|-----------------|---------|---------|
| Relocation due to promotion | 3.2377         | 3.0950          | 2.27    | 0.026   |
| Relocated from a college    | 2.7245         | 3.0942          | -2.28   | 0.032   |
| Relocated to a high school  | 2.8421         | 3.0952          | -3.63   | 0.000   |
| Relocated to a college      | 3.4579         | 3.0952          | 3.51    | 0.001   |
| Principal before relocation | 3.3775         | 3.0947          | 2.18    | 0.038   |
| Principal after relocation  | 3.3912         | 3.0985          | 2.76    | 0.010   |

**Table 4.4:** Pearson's correlation statistics for survey respondents—relocation experience (negative–positive) with other variables.

| Variable (range)                                      | r value | p value |
|---|---------|---------|
| Reason for relocation (involuntary–voluntary)         | 0.3415  | 0.000   |
| School cultures very different (SD–SA)                | -0.2102 | 0.000   |
| Adequate control over transfer process (SD–SA)        | 0.3846  | 0.000   |
| Support received (not adequate–adequate)              | 0.6396  | 0.000   |
| Drop in teaching quality upon relocation (none–sharp) | -0.5957 | 0.000   |
| Change in overall teaching quality (decline–growth)   | 0.4986  | 0.000   |
| Years taught in previous school (1–5 – >25)           | -0.1278 | 0.018   |
| Change in role (narrowed–broadened)                   | 0.2647  | 0.000   |
| Change in context (same–different)                    | -0.1321 | 0.019   |

In comparison, survey respondents who had the most positive relocation experiences were those who relocated voluntarily, relocated due to promotion, disagreed school cultures were very different, had control over the transfer process, received adequate support, experienced no drop in quality of teaching upon relocation, experienced an overall growth in quality of teaching, had taught at their previous school for only a few years, held the position of principal before and after relocation, experienced a broadening of roles and responsibilities, or did not change school and teaching contexts.

Teachers who relocated involuntarily and lacked control over the transfer process, as compared to those who relocated voluntarily and had control over the transfer process, were more likely to have a negative relocation experience because they did not wish to be relocated and had little or no say in where they were relocated to. Teachers who relocated between schools with very different cultures and who changed school and teaching contexts, as compared to those who relocated between schools with similar cultures and did not change school and teaching contexts, were more likely to have a

negative relocation experience because they had many changes to accommodate. Teachers who received adequate support, as compared to those who did not receive adequate support, were more likely to have a positive relocation experience as they received assistance in settling in at their new school. Teachers who experienced a regression in their quality of teaching, compared with those who experienced a growth, were more likely to have a negative relocation experience because they found teaching difficult at their new school. Teachers who had taught at their previous school for many years, compared to those who had taught at their previous school for only a few years were more likely to have a negative relocation experience because they were entrenched and comfortable in their old school and were unused to changing contexts. Those teachers whose roles and responsibilities broadened upon relocation, compared with those whose roles and responsibilities narrowed, were more likely to have a positive relocation experience because they were more challenged. Principals were more likely than other staff to have had positive relocation experiences possibly because they did less teaching.

Regarding the impact of type of relocation on relocation experience, one survey respondent commented:

Relocation as a result of promotion is vastly different from the effects of relocation as a result of the Transfer Policy. (73)

However, type of relocation did not correlate with relocation experience.

Even though approximately one-fifth of relocated teachers indicated their relocation experience, overall, was a negative one, most relocated teachers found something positive in the experience, and one-third indicated, overall, their relocation experience was a positive one. Relocation experience impacted on teachers' confidence, self-esteem and stress levels in various ways.

### **Teacher Confidence**

Relocation to a new school impacted on some teachers' confidence, especially if their relocation experience was negative in any way. Survey respondents were not asked a direct question relating to confidence, though several respondents included comments on the returned questionnaire which related to it. Some survey respondents experienced a loss of confidence.

I have become increasingly disillusioned and frustrated and have lost confidence in my expertise and skills. I am seeking alternative employment. (98)

I have gained promotion through relocation but it has been at the expense of serious undermining of my confidence. (130)

Prior to relocation confident teacher. Upon relocation lost confidence became stressed. (505)

However, at least one survey respondent experienced a boost to her confidence.

I've been given my confidence back. (260)

Furthermore, another survey respondent initially experienced a loss of confidence, followed by a boost in confidence.

Upon relocation my confidence dipped but has re-established and continues to improve on a different grade level. (315)

All of the case study participants suffered a loss of confidence, if only initially, upon relocation. It was noted during observations of Dave:

Dave says he had an initial lowering of self-confidence when he arrived at Wallaroo HS due to his lack of knowledge of (familiarity with) the students. (Wallaroo HS, 14/5/96)

Other case study participants commented:

And I'll be more confident to do that [next year], whereas I haven't been confident enough to do it [this year]. But having tried to fit the culture of the school has just made me depressed. (Jonathon, 5/12/96)

Just basically I guess in every area you're not quite as confident as you were. It's probably for me more of a confidence thing in that ... you were really safe and secure and knew everything you were doing, were well on top of it [at Numbat HS], but I just think it's more just a confidence thing. I'm sure I'm right there—yeah, it's probably a matter of confidence, that I'm not quite as confident [at Bellbird College]. (Norman, 24/5/96)

[Upon relocation] I had a loss of confidence a bit which I've had to regain and I think I have regained that thank goodness. (William, 4/12/96)

William's loss of confidence was associated with teaching out of area.

The only thing I've been worried about has been teaching in areas where I don't have any expertise whatsoever, like with the physics. (William, 23/5/96)

Thus, some relocated teachers lost confidence in their teaching abilities, while others gained confidence. However, if there was an initial loss of confidence it often was regained over time.

## Teacher Self-Esteem

Relocation to a new school impacted on teachers' self-esteem, as well as teachers' confidence. Again, survey respondents were not asked a direct question relating to self-esteem, though several respondents included comments on the returned questionnaire. Relocated teachers who experienced a drop in self-esteem commented:

Being a new teacher, a support teacher, ie not on a class and being part-time, the children did not see me as a "legitimate" teacher and I had "initiation by fire" which damaged my self-esteem. (30)

It has left me with low morale and self-esteem. I feel like a beginning teacher—after twenty years of experience! (528)

And I guess there's no, there's very little, my self esteem I guess, value as a teacher. It didn't worry me too much, but I said, "Oh here I am at the bottom of the pecking order again." It doesn't worry me. I had no great desire ... So I guess that's the major area I had to come over, just to, a bit of a fall in self esteem. (Norman, 4/12/96)

Feeling insecurity, as in, "What are people expecting me, what do people think I'm like, how do people think I'm going?" So, I suppose, what's that, peer appraisal. I'm talking about in a place where I'm not established at all. (Peter, 5/9/95)

In comparison, relocated teachers whose self-esteem was boosted upon relocation commented:

The relocation has done wonders for my self worth, I feel valued and respected in my new location. (230)

I think it's boosted my self-esteem ... I get a lot of feedback about the principal who really thinks I'm really good, but I don't feel it. So I've got this pressure on me to perform. So instead of, yeah it puts more pressure on you in the end, because you've got to think, 'Well okay, if he thinks I'm good, I'd better show him I'm good' you know. Whereas if he didn't have any opinions you could just cruise along. But I keep on getting all this feedback from like from the district superintendent or the assistant to the district superintendent, she said, 'Oh [the principal] thinks you're wonderful.' And then a parent who is on the management committee said something positive and so it's boosted my self-esteem. (Jonathon, 27/5/96)

Thus, for Jonathon, his self-esteem was boosted even though relocation created more pressure on him to perform.

Thus, some teachers experienced a drop in self-esteem upon relocation, while a few experienced a rise in self-esteem.

## Family Life

The changes in teachers' personal lives impacted on their family life. Forty-six percent of survey respondents and two case study participants (Dave and William) disagreed or strongly disagreed their family life had been disrupted, but 37 percent of survey respondents and one case study participant (Peter) agreed or strongly agreed their family life had been disrupted (variable B2d). Furthermore, responses to 'My family life has been disrupted' (variable B2d) significantly negatively correlated with responses to 'I am less stressed' (variable B2a) ( $r=-0.4827$ ,  $p=0.000$ ). That is, teachers who experienced less or no disruption to family life were less stressed, while

teachers who experienced more disruption to family life were more stressed. Comments from relocated teachers on the disruption to their family life included:

My wife had to resign from her job in Drongo to make the move. Financially we are worse off after the promotion. (51)

As I was [a] married person who had to relocate and leave their family ... it was very sad for my personal life. (87)

Extended personal family relationships have suffered due to relocation. (147)

In the past it has impacted greatly—personal life was disrupted. (256)

It [the Transfer Policy] doesn't give teachers stability for the ongoing education of their own children—unless of course they wish to put them in boarding school (on a teacher's wage!!?). (464)

For some teachers, however, relocation improved their family situation. For example, one survey respondent commented:

Family in Bilby—teaching in Drongo region for 5 years. Obviously happier with family nearby. (498)

Thus, relocated teachers' family lives were disrupted by relocation, especially if they had to move residence away from their family or had more distance to travel to work. Some teachers, however, moved closer to their family and relocated closer to their work, reducing their stress.

## Teacher Stress

The impact of relocation on teachers' stress levels has been touched on in previous sections—for example, a lowering of self-esteem and confidence, and disruption to family life caused stress for many relocated teachers. Many relocated teachers described their relocation experience as stressful, and relocation exacerbated or relieved teachers' stress to varying degrees. Thirty-eight percent of survey respondents and two case study participants (Norman and William) agreed or strongly agreed they were less stressed upon relocation, while 42 percent of survey respondents and three case study participants (Dave, Jonathon and Richard) disagreed or strongly disagreed they were less stressed (variable B2a). Comments from relocated teachers regarding increased stress levels included:

Stressful at first, very unsettling. (118)

It has [been] and continues to be very stressful ... (165)

Stressful process. (497)

Completely changed my life—became very stressed. (505)



Although I experienced a degree of discomfort and stress in the 1st term of this year I believe this is a natural part of the change process. This is part of the challenge. (576)

My stress levels are much higher than what they were at Emu-Wren. (Jonathon, 5/12/96)

Comments from relocated teachers regarding decreased stress levels included:

Considerable reduction in stress level as I have relocated to an excellent high school where it is a joy to be teaching. (334)

I'm ... enjoying the year which is certainly far less stressful this year. Plenty of work, probably more work, but the real stress level right down. You can just plod away at your work steadily all the time, whereas at Numbat it was full on for shorter periods of time. (Norman, 24/5/96)

Survey respondents were more likely to agree they were less stressed since relocation if they relocated voluntarily, had control over the transfer process, received adequate support, experienced no drop in quality of teaching upon relocation, experienced an overall growth in quality of teaching, relocated to a senior secondary college, relocated from a category B school, had taught in their previous school for only a few years, or held the position of classroom teacher before or after relocation (see Tables 4.5 and 4.6).

**Table 4.5:** Pearson’s correlation statistics for survey respondents—less stressed since relocation (SD–SA) with other variables.

| Variable (range)                                      | r value | p value |
|---|---------|---------|
| Reason for relocation (involuntary–voluntary)         | 0.2745  | 0.000   |
| Adequate control over transfer process (SD–SA)        | 0.1702  | 0.003   |
| Support received (not adequate–adequate)              | 0.4745  | 0.000   |
| Drop in teaching quality upon relocation (none–sharp) | -0.4687 | 0.000   |
| Change in overall teaching quality (decline–growth)   | 0.3965  | 0.000   |
| Years taught in previous school (1–5 – >25)           | -0.1321 | 0.017   |

**Table 4.6:** One sample t-test results for survey respondents—less stressed since relocation with other variable components.

| Component                           | Component Mean | Population Mean | t value | p value |
|-------------------------------------|----------------|-----------------|---------|---------|
| Relocated from a college            | 2.0455         | 2.8333          | -2.79   | 0.011   |
| Relocated to a high school          | 2.3558         | 2.8338          | -3.87   | 0.000   |
| Relocated to a college              | 3.6296         | 2.8338          | 3.24    | 0.003   |
| Relocated from a category B school  | 3.3500         | 2.8250          | 2.16    | 0.044   |
| Classroom teacher before relocation | 3.1948         | 2.8323          | 2.41    | 0.018   |
| AST3 before relocation              | 2.4146         | 2.8323          | -2.15   | 0.038   |
| Classroom teacher after relocation  | 3.1757         | 2.8379          | 2.14    | 0.036   |
| AST3 after relocation               | 2.2286         | 2.8379          | -3.09   | 0.004   |

Survey respondents were more likely to disagree they were less stressed since relocation if they relocated involuntarily, lacked control over the transfer process, did not receive adequate support, experienced a sharp drop in quality of teaching upon relocation, experienced an overall decline in quality of teaching, relocated from a senior secondary college, relocated to a high school, had taught in their previous school for many years, or held the position of AST3 before or after relocation (see Tables 4.5 and 4.6).

Teachers who relocated involuntarily and lacked control over the transfer process, as compared to those who relocated voluntarily and had control over the transfer process were more likely to be more stressed because they were not prepared for a change and had little or no control over where they were relocated to. Teachers who received adequate support, as compared to those who did not receive adequate support, were more likely to be less stressed upon relocation because they received assistance with settling in at their new school. Teachers whose quality of teaching regressed upon relocation, as compared with those whose quality of teaching improved, were more likely to be more stressed because they experienced difficulties with teaching. Teachers who had taught in their previous school for many years, as compared to those who had taught in their previous school for only a few years, were more likely to be more stressed because they were not accustomed to changing contexts. This was especially true for those teachers who relocated from colleges to high schools. Teachers who relocated to a college were more likely to be less stressed because colleges were viewed as preferred places to teach. Teachers who relocated from a category B school were more likely to be less stressed because category B schools mostly are small and isolated and so teachers there are less well supported, often have many extra duties, and often are further away from their home base. Teachers who held the position of classroom teacher before or after relocation, as compared to teachers who held the position of AST3 before or after relocation, were more likely to be less stressed because in general they were less stressed than AST3s as AST3s have many and varied responsibilities within a school.

At least one survey respondent sought relocation in order to reduce stress levels. In response to why he relocated, this survey respondent commented:

Difficult school—with major social problems and I wished to teach again and not be a social worker—very stressful. (212)

Similarly William, who was in a stressful situation at his previous school, welcomed relocation to a new school as a way of relieving his stress.

But funnily enough, it's not causing anything like the same pressure and stress that I had at Bandicoot. It's totally different, because at Bandicoot it

was affecting my health I think ... and the pressure and the stress just isn't doing anything to me adversely health wise, apart from being tired a lot, but ... it's healthy stress, it's not unhealthy stress. Bandicoot was very unhealthy stress. (William, 23/5/96)

For William, healthy stress enabled him to focus and generate necessary energy for teaching and administration in his new school, whereas unhealthy stress at his previous school had led to asthma and pneumonia.

Jonathon and Peter too found the stresses at their two schools different:

Different sort of stresses ... at Emu-Wren I went home and I was emotionally stressed by the kids and the stories and their lives and all this sort of stuff and the stresses that they were under ... here I go home and I'm physically exhausted so I fall asleep ... I'm just exhausted, absolutely exhausted. So a different sort of stress, it's not emotional stress. (Jonathon, 27/5/96)

... when I say gone up, I suppose there's a different emphasis on the stress too. Like at Koala I was more thinking on a higher level of how could we achieve such and such ... but here it's what are the nuts and bolts things I have to have ready for the next day. It's more stressful and the stress doesn't seem to be as worthwhile either. (Peter, 17/7/95)

As foreshadowed by William, increased stress impacted upon relocating teachers' health in some cases. Twenty-two percent of survey respondents and two case study participants (Jonathon and Richard) agreed or strongly agreed they had experienced more health problems since relocation (variable B2e), some of which were the result of increased stress since responses to 'I am less stressed' (variable B2a) significantly negatively correlated with responses to 'I have experienced more health problems' (variable B2e) ( $r=-0.5512$ ,  $p=0.000$ ). That is, relocated teachers who indicated they were less stressed did not experience more health problems, while relocated teachers who indicated they were more stressed experienced more health problems. More anecdotally, several teachers were reported to be on 'stress leave' as a result of their relocation to a new school (these teachers, thus, could not be included in this study).

Relocated teachers' comments regarding the negative impact of relocation and stress on their health included:

Stress has been most significant as regards taking on a senior role in a new school. Health and welfare has taken a dive—but things are slowly improving. (48)

1995-96 relocation was traumatic, resulting in six weeks sick leave in Term 2; LSL (long service leave) in term 3. (72)

It has made considerable adverse effect on my health due to the considerable length of time I had out of comprehensive high schools (16 years). (79)

The pressure of 1996 was very stressful resulting in illness (pneumonia). (124)

As a result of my relocation, I had to take term 2 1996 off on stress leave! I've "done my dash" re promotion, credibility, etc. (453)

...it's just been constant and ... I've been depressed roughly three days a fortnight ... I've had a lot of headaches, a lot of headaches ... and I think it's something to do with the chemicals in the school that they use ... I've had more headaches this year. (Jonathon, 5/12/96)

I've felt under more stress, there's no doubt about that. I've had to follow up more kids. I've had more negative reinforcement, far more. I've been treated pretty poorly by some of the kids, abused. But like, that hasn't actually got me down. I've sounded off probably a bit more at home than I would have normally to my wife, because of that. I just recognise that you've got to go through that before you work your way into it. I sort of expected that would happen ... Health has been a bit of a worry, I suppose. I haven't been unhealthy, but ... I've broken down a bit more than I have in the past. (Peter, 5/9/95)

I've had a bad year health wise ... I suspect that's due to stress. It would be the worse year I've had in terms of health without any shadow of a doubt, in terms of colds, flu's, minor complaints ... blood pressure's gone up a bit ... and I suspect that's just due to stress. (Richard, 13/12/96)

Relocated teachers' comments regarding the positive impact of relocation on their health included:

It's been terrific for my health to have a break from the stress. It really has. (Norman, 4/12/96)

... health wise it's the first year in about ten years that I haven't had a week off with the flu. It's the first year for the same amount of time I haven't had a cold ... my asthma has been a bit better off and on. (William, 4/12/96)

For teachers who did not find the relocation difficult, there was still stress involved, even if only initially, as indicated by teachers' responses to the adequacy with which the word 'stressful' (variable B6c) described their relocation experience (see Table 4.2 on page 112). As one survey respondent commented:

Any move to a new school / workplace can be stressful, even if it is a positive move. (256)

Ian found the relocation stressful only initially; he later moved into what he described as his "comfort zone".

So I found the first few weeks here fairly stressful. I was very nervous about what I was doing, extremely nervous the first day, and I know that's not unusual, that's what I expected. But since Easter ... the relationships with kids and them being comfortable with me has improved a lot. So, it was hard to start with. (Ian, 7/5/96)

In contrast, Dave was not stressed about the relocation. In answer to the question, 'Did you have any problems with stress?' Dave commented:

No nothing ... I guess I probably got a half hour's less sleep the night before I came here than I would have... had I have been going to Potoroo. No, I couldn't say I suffered too badly. (Dave, 8/5/96)

Overall, the impact of relocation on the case study teachers' stress levels varied.

Thus, most teachers found the relocation experience stressful in some way, yet some teachers found it relieved their stress, at least in the long run, particularly if they relocated from a stressful situation to a less stressful one. For those teachers who were particularly stressed by the relocation experience it often impacted on their health (eg, causing pneumonia, anxiety, depression).

Thus, the areas of teachers' personal lives impacted upon by relocation were confidence, self-esteem, family life, stress and health. The impact of relocation on teachers' personal lives affected the impact of relocation on teachers' work.

## **IMPACT OF RELOCATION ON TEACHERS' WORK**

Relocation between schools had a consequential impact on teachers' work in various ways. Relocated teachers were on a 'learning curve'<sup>14</sup>, they had to establish a reputation, they had to form new relationships, their time management was affected, their routines were affected, their general approaches to teaching changed, and their careers were affected. (Relocation also impacted on relocated teachers' quality of teaching—see Chapter 5 from page 151 for a discussion on this.)

### **Learning New Knowledge and Skills**

Howard (1995) suggested workers faced with change need to be ready to learn (see Chapter 2, Work and Change from page 17). As such, relocated teachers often were on a steep learning curve. Seventy-five percent of survey respondents (see Table 4.2 on page 112) and six case study participants (Dave, Jonathon, Norman, Peter, Richard and William) agreed or strongly agreed the relocation experience was a learning one, while only four percent of survey respondents and no case study participants disagreed or strongly disagreed (variable B6b). Comments from relocated teachers about their learning curve included:

A continual process of learning improved by promotion. (73)

... the curriculum and learning and teaching methods had changed in the sixteen years since I had taught at this level and I found it a very steep

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<sup>14</sup> Learning curve is a term used colloquially to describe an increase in knowledge and/or skills over time.

learning curve that caused me to be hospitalised with stress related problems ... (93)

It was a case of learn by experience. Sometimes bewildering. (511)

Prior to relocation, loss of interest in teaching, steep learning curve upon new placement and I continue to improve. (512)

My next year at Wallaroo will be my hardest year's teaching for a long time in terms of ... I've got new kids to learn, new classes to learn, new things to teach. (Dave, 28/11/95)

... it's been a real learning year. (Norman, 4/12/96)

It's certainly a rapid learning experience. (Peter, 17/7/95)

... you learn slowly. I'm still picking things up at this late stage in the year of how things operate ... Well I'm just learning ... how to organise myself a little bit better ... Certainly, I had to relearn a lot of my old skills which I'd forgotten all about, and they're slowly coming back to me in terms of classroom management and student management and things like that which are much more important here, but they're coming back. (Richard, 13/12/96)

Thus, from comments, most teachers who were on a steep learning curve found this difficult to some extent, at least initially. For example, one survey respondent commented:

The two most stressful factors are: 1—learning the school system ie everyday ones and school politics 2—learning new courses; which takes time and effort. (240)

Survey respondents were more likely to agree the word learning described their relocation experience (variable B2b) if they relocated voluntarily, relocated due to promotion, received adequate support, experienced no drop in quality of teaching upon relocation, held the position of assistant principal before or after relocation, held an acting position after relocation, changed grade levels, experienced a broadening of roles and responsibilities, or changed school and teaching contexts (see Tables 4.7 and 4.8). Conversely, survey respondents were more likely to disagree the word learning described their relocation experience if they relocated involuntarily, did not receive adequate support, experienced a sharp drop in quality of teaching upon relocation, were demoted, did not change grade levels, experienced a narrowing of roles and responsibilities, or did not change school and teaching contexts (see Table 4.7).

**Table 4.7:** Pearson's correlation statistics for survey respondents—learning describes relocation experience (SD–SA) with other variables.

| Variable (range)  | r value | p value |
|---|---------|---------|
| Reason for relocation (involuntary–voluntary)             | 0.2117  | 0.000   |
| Support received (not adequate–adequate)                  | 0.3036  | 0.000   |
| Drop in quality of teaching upon relocation (none–sharp)  | -0.1488 | 0.009   |
| Change in position (demotion–promotion)                   | 0.1540  | 0.006   |
| Change in grade levels (same–different)                   | 0.1594  | 0.005   |
| Change in roles and responsibilities (narrowed–broadened) | 0.2210  | 0.000   |
| Change in context (same–different)                        | 0.2068  | 0.000   |

**Table 4.8:** One sample t-test results for survey respondents—learning describes relocation experience with other variable components.

| Component                             | Component Mean | Population Mean | t value | p value |
|---------------------------------------|----------------|-----------------|---------|---------|
| Relocation due to promotion           | 4.1351         | 3.9787          | 2.08    | 0.041   |
| Assistant principal before relocation | 4.3529         | 3.9846          | 2.16    | 0.046   |
| Assistant principal after relocation  | 4.3810         | 3.9845          | 3.08    | 0.006   |
| Acting position after relocation      | 4.3333         | 3.9787          | 2.53    | 0.021   |

Teachers who relocated voluntarily and due to promotion, as compared to those who relocated involuntarily and due to the Transfer Policy, were more likely to be prepared for change and so be prepared to learn new knowledge and skills. Teachers who received adequate support, as compared to those who did not receive adequate support, were more likely to learn from the experience because they were assisted in settling in at their new school and provided with professional development. Those teachers who experienced no regression in their quality of teaching upon relocation, compared to those who did experience a regression in their quality of teaching, were more likely to learn from the experience because they were able to grow from a solid base. Teachers who changed grade levels, broadened their roles and responsibilities and changed school and teaching contexts, as compared to those who did not change grade levels, narrowed their roles and responsibilities and did not change school and teaching contexts, were more likely to learn from the experience because they had different contexts and roles to familiarise themselves with and needed different skills and knowledge. Teachers who held the position of assistant principal before or after relocation and who held an acting position after relocation were on a steep learning curve because they were learning a new role in a new context. Furthermore, perhaps assistant principals were on a steep learning curve regardless of relocation. As one survey respondent commented:

I came into the school as Assistant Principal ... I had no choice but to be up and running immediately. (67)

Thus, most teachers were on a steep learning curve upon relocation to their new school. The speed at which relocated teachers learnt new knowledge and skills impinged on how quickly they settled in at their new school.

Settling In

Teachers took different amounts of time to settle in at their new school, depending on the personality of the teacher, the culture and demographics of the school they relocated to, and the amount of support they received upon relocation (see Chapter 6 from page 206 for a detailed discussion on support). Some teachers felt settled in at their new school within a couple of months, yet for others it took up to four years. Table 4.9 provides a summary of survey responses about settling in times for relocated teachers at their new schools.

Table 4.9: Percentage frequencies of survey responses (n=360)—settling in time at new school.

| Time Taken To                      | < 1<br>Term | 1<br>Term | 2<br>Terms | 1<br>Year | 2<br>Years | > 2<br>Years | Missing |
|------------------------------------|-------------|-----------|------------|-----------|------------|--------------|---------|
| Settle in to new school            | 23.9        | 15.3      | 11.1       | 34.4      | 11.7       | 3.3          | 0.3     |
| Learn school procedures            | 21.1        | 16.9      | 19.7       | 34.4      | 5.3        | 2.2          | 0.3     |
| Establish reputation with students | 22.2        | 14.7      | 14.2       | 33.9      | 10.6       | 3.6          | 0.8     |
| Establish reputation with staff    | 20.6        | 18.6      | 13.6       | 34.4      | 8.9        | 3.3          | 0.6     |
| Institute effective class routines | 45.8        | 20.2      | 14.7       | 11.4      | 4.2        | 2.2          | 1.7     |

The data in Table 4.9 indicate between 40 and 50 percent of survey respondents took at least one year to settle in at their new school, learn the school routines/procedures, and establish a reputation with staff and students. However, about the same percentage of survey respondents instituted effective classroom routines within the first term, emphasising the importance of these in quality teaching. All of the case study teachers recognised an adjustment period while they established themselves in their new school. Some felt it would take them a term or less to establish themselves, others thought it would take up to two years or more to really establish themselves with students, colleagues and the school community, and to get to know the ‘inner workings’ of their new school.

Comments from relocated teachers regarding overall settling in time at their new school included:

After 18 months I feel reasonably settled. (77)

I won’t ever settle. (200)

It took ... probably twelve months to settle in, even supposedly a teacher of some experience, it still took a good twelve months to settle in and work out ... what the school’s expectations are, what the kids’ expectations are, and what my expectations were. (Dave, 28/11/95)



I'm probably not as comfortable in terms of relationships with the kids as I'd like to be, but that's what I expected. But yes, from other points of view I guess I'm settled in. I'm still a bit frustrated at times about the administration and what I mean by that is getting things done and knowing how things work. So I'm not settled in from that point of view, but yeah, the general feeling of relaxedness and happiness, I guess I'm settled in. (Ian, 17/12/96)

I reckon I'm probably about 80 percent there. I think I'm about 80 percent. (Jonathon, 5/12/96)

At least a year, probably more, probably more. (Richard, 9/5/96)

Almost settled. Not quite, still feel as though I'm feeling my way and it's going to take another year. (William, 4/12/96)

Different levels of 'settling in' were apparent. There was the initial settling in of learning the school routines and procedures. Comments from relocated teachers regarding time taken to learn new routines and procedures at their new school included:

One term so far but I think it will take the full year really. (37)

Still learning some procedures after 1.5 years. (116)

Still haven't after 18 months. Maybe by next year I may have a handle on it! (242)

It is a gradual process which will be ongoing. (545)

Then there was the point where teachers' reputations were established both with students and staff and relocated teachers settled into their comfort zone. Between these two extremes there were many other points at which teachers felt more settled; for example, when they learnt the names of all their students and the staff.

Survey respondents indicated they settled in at their new school more quickly (variable B3i) if they relocated voluntarily, disagreed school cultures were very different, had a positive relocation experience, received adequate support, experienced no drop in quality of teaching upon relocation, or did not change school and teaching contexts (see Table 4.10). In comparison, survey respondents indicated they settled in at their new school less quickly if they relocated involuntarily, agreed school cultures were very different, had a negative relocation experience, did not receive adequate support, experienced a sharp drop in quality of teaching upon relocation, relocated from a senior secondary college, relocated to a high school, or changed school and teaching contexts (see Tables 4.10 and 4.11).

**Table 4.10:** Pearson’s correlation statistics for survey respondents—settling in time at new school (<1 term→2 years) with other variables.

| Variable (range)   | r value | p value |
|--|---------|---------|
| Reason for relocation (involuntary–voluntary)            | -0.1745 | 0.001   |
| School cultures very different (SD–SA)                   | 0.2453  | 0.000   |
| Relocation experience (negative–positive)                | -0.5858 | 0.000   |
| Support received (not adequate–adequate)                 | -0.4535 | 0.000   |
| Drop in quality of teaching upon relocation (none–sharp) | 0.4317  | 0.000   |
| Overall change in quality of teaching (decline–growth)   | -0.3165 | 0.000   |
| Change in context (same–different)                       | 0.1529  | 0.006   |

**Table 4.11:** One sample t-test results for survey respondents—settling in time at new school with other variable components.

| Component                  | Component Mean | Population Mean | t value | p value |
|----------------------------|----------------|-----------------|---------|---------|
| Relocated from a college   | 3.6800         | 3.0476          | 2.30    | 0.031   |
| Relocated to a high school | 3.3276         | 3.0419          | 2.14    | 0.034   |

Teachers who relocated voluntarily, as compared to those who relocated involuntarily, were more likely to settle in at their new school quickly because they were prepared for and sought change. Teachers who relocated between schools of similar cultures and did not change school and teaching contexts, as compared to those who relocated between schools of very different cultures and changed school and teaching contexts, were more likely to settle in at their new school quickly because they had fewer changes to adjust to. Teachers who had a positive relocation experience and experienced no drop in quality of teaching upon relocation, as compared to those who had a negative relocation experience and experienced a sharp drop in quality of teaching upon relocation, were more likely to settle in quickly at their new school because they were less stressed and their relocation was less difficult. Teachers who received adequate support, as compared to those who did not receive adequate support, were more likely to settle in quickly at their new school because they were assisted in the settling in process. Teachers who relocated from a senior secondary college to a high school were likely to take a long time to settle in at their new school because they had many adjustments to make regarding school culture, student culture, pedagogy, knowledge, etc.

Thus, most relocated teachers had instituted effective classroom routines by the end of the first term at their new school, but it took longer for relocated teachers to establish a reputation with staff and students and to learn school procedures. Hence, it was only by the end of their first year at their new school that most relocated teachers felt settled in, overall, at their new school.

## Routines

All teachers manage many different situations within a school and often employ routines to effectively manage these situations, both without and within the classroom. The purpose of using routines is to allow repetitive tasks to be performed easily. For example, Peter commented:

I rely on routines quite heavily because the kids know when they come in they're supposed to be sitting quietly waiting for me, they're supposed to be sitting quietly when they're dismissed. That's an imperative part of classroom management. ... I see routines as a fairly low-level thing, that's just personal preference. ... You don't want to spend time dealing with that too often. You want to spend your time on the high level tasks. (Peter, 10/5/95)

Prior to relocation, Peter realised he would need to establish these low level routines anew at Echidna High School.

My classroom management routine, when I go to a new school, I'll use that straight up because it's the one that I know, but if it doesn't seem to be working then I'll try something else. If the physical arrangement of the room or the desks is different then I'll look at it in that context and try something else. So I try to look behind the routine for what's the general aim of the routine, what's the purpose of the routine and then ... modify the routine if necessary to achieve that general aim as efficiently as possible. (Peter, 10/5/95)

Routines were disrupted when teachers relocated as they were more difficult to establish when students were not familiar with them or when the teachers were not familiar with the school and teaching context. One of Peter's initial problems at Echidna High School was establishing these routines with new groups of students. One month after transfer, he stated:

I'm still trying to catch up with what happened in first term ... They've set their routine and they're trying to make me fit their routines, and I'm trying to do the opposite. So, what is it? The irresistible force and the immovable object at the moment. (Peter, 17/7/95)

As shown previously (see *Settling In* from page 126), establishing routines quickly was very important to relocated teachers, since quality teaching could not occur until effective routines were established (Leinhardt, 1986). Norman was able to establish effective classroom management routines by the end of term 1 since he did not have as many routines to establish at Bellbird College because of the older students. He commented:

... there are less routines, in that the kids are obviously year 11 and 12 ... I still insist on things like quietness when I'm speaking. We still have standards in the classroom, but ... things like routines like where kids sit and how they enter a classroom, all those types of things ... the kids here are pretty well behaved so there's not the need for those routines. (Norman, 24/5/96)

Some teachers found they needed to use more routines in their new school, especially if they relocated into a school with a more structured environment. For example, Jonathon commented:

Oh there's routines, like all the prac stuff is organised, is completely different. There's always a trolley and you've got to have the order form in the day before, and then sometimes I don't use what's on the trolley and the lab technician's annoyed because he's got all this stuff out for me and I haven't used it. (Jonathon, 27/5/96)

Thus, teachers' routines were disrupted upon relocation and relocated teachers needed to establish these quickly with their new students. Furthermore, some teachers needed to learn new routines as their new school had different established procedures.

## Time Management

Relocation to a new school often changed the way teachers allocated their time to various tasks or changed the amount of time they spent on tasks. Teachers could spend more or less time on marking and planning and preparation, and more or less time on behaviour management and pastoral care. Comments from relocated teachers included:

It has had a very positive effect because the clients are so different. I am now doing much more teaching than behaviour management. I did not realise how good this would be. (549)

Far less time on discipline, far less time on administration. It's just planning, it's just planning. And far more time on marking, I've never marked so much in all my life. Far more stuff on marking. More marking, more on planning, far less on discipline, far less on meetings perhaps, less on paper work. (Jonathon, 27/5/96)

Here [Bellbird College] all my time is spent on preparation and marking. At secondary [level] it was all spent on discipline and chasing up kids ... so it really is quite a change ... There's really no need for much classroom management here ... nowhere near as much time spent in class on classroom management at all, a very minor component of your time in the classroom. (Norman, 24/5/96)

Obviously my preparation time has increased, but then the marking load and other duties outside, I still don't have any much, it's disappeared. (Richard, 9/5/96)

That's been the greatest relief of all probably; there's been little need for behaviour management. (William, 23/5/96)

For many case study participants, planning and preparation increased, as did marking. This was particularly the case for those case study teachers who relocated to a traditional school or college. For example, both Ian and Jonathon were unfamiliar with the resources available to them and felt pressure to make a good impression, thus they needed to prepare more.

I am spending more time on planning ... there is a lot more parental pressure for homework here ... you have a lot more pressure on you here because there are a much greater percentage of really bright, motivated, intelligent kids which you know you feel a responsibility to keep the work up to them and extend them and that sort of thing. So that's ... made a difference with my teaching too. (Ian, 7/5/96)

I've had to do more preparation ... I never used to do any preparation at Emu-Wren for science classes, I just ... went in and went with it ... I could walk into the prep room from the classroom to get gear and, "Oh right, so you want to do something about that, well okay, I'll just go and get such and such and such" and off we'd go and ... it would be more informal. So I've had to do far more preparation, just far more, because it's all ... related to a textbook or something like that, so I'd have to know what's in the textbook. (Jonathon, 5/12/96)

Dave, Richard and William, were unfamiliar with the content and curricula (see Chapter 5, Content and Curriculum Knowledge from page 170) and so needed to do more planning and preparation.

I've done a lot more preparation this year because I've had classes that I haven't had for a long time ... at Potoroo I was only teaching 9/10 science, whereas here I've only got 7 and 8 science ... and with the profiles and TCEs<sup>15</sup> and bits and pieces that have come in ... there have been changes and there's a lot of resources that have come in over that time which I haven't worried about looking at at Potoroo, but I've had to here. So from the point of view I've done a lot more preparation. (Dave, 20/11/96)

Preparation's a bit more difficult ... I had ... got to a stage where preparation was easy, because I knew what I was doing, here [Potoroo HS] preparation's a bit more involved because I'm doing a lot of things which I haven't done for a long time. (Richard, 9/5/96)

Ian did not have sufficient time before the school year started to get himself prepared.

When you've been at a place for a while you tend to know how things work and where things are and what you can and can't do ... and my teaching will probably be different because I'll probably have to be a lot more prepared than I am at the moment because I'm not going to know those things and I'm going to have to know what I'm doing each lesson and not make it up as I go ... I'll be spending a lot more time on preparation than I am at the moment. (Ian, 7/11/95)

However, during the year he had more time for planning and marking.

I'm doing a lot less ... I've got no responsibilities outside my teaching—no grade supervisor, no head of department, no committees, no responsibility to organise other teachers' work for them, which really got me down over there. So I'm finding that all my spare time I can use to mark books and plan lessons and all that sort of thing, which I'm really enjoying. (Ian, 7/5/96)

Peter had less time to plan and prepare for lessons due to his AST3 responsibilities.

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<sup>15</sup> TCE is the acronym for Tasmanian Certificate of Education.

I've been thrown straight into preparing heaps of different stuff, and while some of the stuff I've pre-prepared works sometimes, it doesn't always work ... I've been jumping around a bit, trying to use things I've used before, because I just haven't had time to prepare a lot of other good stuff for them. But, I suppose that happens to everyone who transfers. (Peter, 5/9/95)

Norman had more time to plan and prepare due to narrowed roles and responsibilities, but felt pressure to over-prepare.

But initially for the first month or so I was making sure I knew my subject matter pretty well, preparing very well and sort of over-preparing. In reflection I didn't need to do that much preparation, because I knew the content anyway ... the last four or five years at Numbat High I wasn't doing enough preparation, I really wasn't preparing myself for class, even though I knew I should have, I was often relying on my experience. Whereas here it's all head down, tail up and I work very hard. It's different. I do a lot of preparation, I never go into a classroom not knowing what I'm going to do and have it well mapped out ... I make sure I am well prepared. (Norman, 24/5/96)

If relocated teachers' roles and responsibilities broadened, more time often was spent on pastoral care and/or administration (eg, Peter). In comparison, if relocated teachers' roles and responsibilities narrowed, less time was spent on pastoral care duties (eg, Norman) and administration (eg, Ian). Relocated teachers whose roles and responsibilities narrowed often found they had more time on their hands.

I have greater freedom. My duties are less. (204)

I've found that I've got a lot more time here to do administrative things, but that's less to do with the load that I've got and more to do with the [lack of] responsibilities. (Ian, 17/12/96)

In comparison, some relocated teachers found time constraints hampered their efforts to establish themselves and adjust to their new environment. They found it difficult to find sufficient time upon relocation to learn new skills and knowledge, which often led to stress. Comments from survey respondents included:

Time to do everything I needed to re-establish myself was difficult to find—leading to a fair degree of stress on some occasions. (376)

Time constraints are the main problem. Schools don't give new teachers enough time to adjust to all the assumed knowledge. (509)

Thus, for relocated teachers time spent on various tasks could increase or decrease dependent upon their roles and responsibilities and the schools they relocated from and to. In addition, some teachers had more time on their hands, while others were constrained by time.

Changes in Approach to Teaching

As relocated teachers attempted to settle in at their new school and travel the learning curve, their approaches to teaching sometimes changed. Most teachers became more progressive in their teaching yet some fell back on ‘tried and true’ methods of teaching. A summary of survey responses to questions regarding how relocated teachers’ general approach to teaching changed, if at all, subsequent to relocation is detailed in Table 4.12.

**Table 4.12:** Percentage frequencies of survey responses (n=360)—change in general approach to teaching since relocation.

| Change in Teaching    | SD   | D    | N    | A    | SA   | Missing |
|-----------------------|------|------|------|------|------|---------|
| More traditional      | 17.5 | 31.4 | 23.3 | 12.2 | 3.3  | 12.2    |
| Less student-centred  | 29.7 | 36.9 | 13.9 | 7.2  | 1.4  | 10.8    |
| More innovative       | 3.1  | 13.3 | 26.7 | 35.8 | 13.1 | 8.1     |
| More progressive      | 2.8  | 15.0 | 29.7 | 32.2 | 9.2  | 11.1    |
| Less teacher-directed | 5.0  | 19.7 | 32.8 | 26.1 | 5.0  | 11.4    |

The data in Table 4.12 indicate the majority of teachers changed their general approach to teaching, becoming less traditional, more student-centred, more innovative, more progressive and less teacher-directed.

For case study participants, Ian, Jonathon, Richard and William agreed their teaching had become more traditional and Peter strongly disagreed; Ian and Norman agreed their teaching had become less student-centred and Peter and William disagreed or strongly disagreed; Norman and Peter agreed or strongly agreed their teaching had become more innovative and Ian and William disagreed; Peter strongly agreed his teaching had become more progressive and Ian, Norman and Richard disagreed; and Peter and Richard agreed or strongly agreed their teaching had become less teacher-directed and Ian, Jonathon, Norman and William disagreed or strongly disagreed. Thus, overall, Dave’s approach to teaching did not change; Ian’s approach to teaching became more traditional, less student-centred, less innovative, less progressive, and more teacher-directed; Jonathon’s approach to teaching became more traditional and more teacher-directed; Norman’s approach to teaching became less student-centred, less progressive, and more teacher-directed, but more innovative; Peter’s approach to teaching became less traditional, more student-centred, more innovative, more progressive and less teacher-directed; Richard’s approach to teaching became more traditional, and less progressive, but less teacher-directed; and William’s approach to teaching became more traditional, less innovative, and more teacher-directed, but more student-centred. Thus, the majority of case study participants felt their teaching became more ‘tried and true’ and less progressive.

Comments from case study participants on changes to their teaching strategies, or lack of change, included:

... in general I think I haven't had to consciously change my teaching procedures. (Dave, 20/11/96)

... my teaching strategies are probably the same as what they were at Pademelon ... (Ian, 17/12/96)

But it hasn't varied much, it's really the same sort of delivery, pretty traditional delivery. (Norman, 24/5/96)

... there's not as much whole class stuff going on ... Concrete aides, I've hardly taken any of them in ... The kinaesthetic phase, that aspect of learning, the getting your hands on things and that sort of stuff, that capability in Frameworks, I've hardly used at all. The linguistic one I've probably used a bit. The creative, hardly used the creative one because they don't know how to be creative ... They want short, sharp things that they know how to do already ... One class just wants me to dish up the same sort of stuff all the time they already know how to do, so just do busy work, and get a tick at the end of it. So, I'm not using the creative phase at all. The personal capability out of Frameworks, I'm not using that much either because they just don't interact properly with each other, the kids. And it's too hard to get them to use those skills of interaction on a class-wide basis. So, when setting tasks, I'm limited pretty much to things on a worksheet ... with fairly clear instructions, and going around talking to small groups of kids. (Peter, 5/9/95)

I find I don't do any writing on the board any more. We used to write a lot and used to explain to the whole class at once where that's virtually very difficult in some classes. If you're planning to do some with the grade 7s you've got about 10 minutes otherwise ... and the 10s, because I've only got the lower ability 10s, they can't cope with that either. So most of the teaching is on a one to one basis, which is a lot different, certainly that's the majority, certainly not too much whole class discussion. So that's changed a little bit. And writing on the board, well I've probably almost forgotten how to write on a whiteboard now. (Richard, 9/5/96)

But for me teaching has been pretty straight forward. The hardest thing has been when you've got longer teaching slots, like a few hours at a time, to design and organise and run activities that keep them in touch and don't have them just switching off and getting bored. That's probably been the most challenging bit within the classroom, varying your approach and giving them activities to do that kept them busy, occupied and reasonably interested and stopped them getting tired and fed up and feeling stressed as well. (William, 23/5/96)

Jonathon felt his teaching became more traditional upon relocation due to the traditional culture of Mudlark High School. He commented:

... it's been more formal, it's been more do the experiment, write up the prac, and answer the questions. (Jonathon, 27/5/96)

He found this stressful as it conflicted with the way he preferred to teach.



I've changed to the culture of the school and that's not made me happy because that's not the way I want to teach actually ... that is one of the things that has depressed me ... that I haven't been able to teach quite the way I want to because it's not the culture of the school and I haven't changed it. (Jonathon, 5/12/96)

There were many factors which influenced relocated teachers' changes in approach to teaching. Survey respondents were more likely to agree their teaching had become more traditional since relocation (variable A2ia) if they relocated involuntarily, had a negative relocation experience, did not receive adequate support, experienced a sharp drop in quality of teaching upon relocation, experienced an overall decline in quality of teaching, had taught in their previous school for many years, or experienced a narrowing of roles and responsibilities (see Table 4.13). In comparison, survey respondents were more likely to disagree their teaching had become more traditional since relocation if they relocated voluntarily, relocated due to promotion, had a positive relocation experience, received adequate support, experienced no drop in quality of teaching upon relocation, experienced an overall growth in quality of teaching, relocated from a category B school, relocated to a different category school, relocated during the school year, had taught in their previous school for only a few years, held the position of principal before relocation, or experienced a broadening of roles and responsibilities (see Tables 4.13 and 4.14).

**Table 4.13:** Pearson's correlation statistics for survey respondents—teaching more traditional since relocation (SD-SA) with other variables.

| Variable (range)  | r value | p value |
|---|---------|---------|
| Reason for relocation (involuntary-voluntary)             | -0.1238 | 0.028   |
| Relocation experience (negative-positive)                 | -0.2962 | 0.000   |
| Support received (not adequate-adequate)                  | -0.2102 | 0.000   |
| Drop in quality of teaching upon relocation (none-sharp)  | 0.2721  | 0.000   |
| Overall change in quality of teaching (decline-growth)    | -0.2196 | 0.000   |
| Years taught in previous school (1-5 - >25)               | 0.1138  | 0.045   |
| Change in roles and responsibilities (narrowed-broadened) | -0.2098 | 0.000   |

**Table 4.14:** One sample t-test results for survey respondents—teaching more traditional since relocation with other variable components.

| Component                          | Component Mean | Population Mean | t value | p value |
|------------------------------------|----------------|-----------------|---------|---------|
| Relocation due to promotion        | 2.1538         | 2.4589          | -2.38   | 0.020   |
| Relocated from a category B school | 1.9000         | 2.4361          | -2.63   | 0.017   |
| School categories different        | 2.1687         | 2.4361          | -2.50   | 0.014   |
| Relocated during the year          | 1.9565         | 2.4490          | -2.42   | 0.024   |
| Principal before relocation        | 1.9130         | 2.4455          | -3.48   | 0.002   |

Survey respondents were more likely to agree their teaching had become less student-centred since relocation (variable A2ib) if they had a negative relocation experience, did

not receive adequate support, experienced a sharp drop in quality of teaching upon relocation, experienced an overall decline in quality of teaching, relocated from or to a high school, had taught in their previous school for many years, or experienced a narrowing of roles and responsibilities (see Tables 4.15 and 4.16). In comparison, survey respondents were more likely to disagree their teaching had become less student-centred since relocation if they had a positive relocation experience, received adequate support, experienced no drop in quality of teaching upon relocation, experienced an overall growth in quality of teaching, relocated from a category B school, relocated to a category A school, relocated to a different school category, had taught in their previous school for only a few years, or experienced a broadening of roles and responsibilities (see Tables 4.15 and 4.16).

**Table 4.15:** Pearson’s correlation statistics for survey respondents—teaching less student-centred since relocation (SD–SA) with other variables.

| Variable (range)  | r value | p value |
|---|---------|---------|
| Relocation experience (negative–positive)                 | -0.3258 | 0.000   |
| Support received (not adequate–adequate)                  | -0.2753 | 0.000   |
| Drop in quality of teaching upon relocation (none–sharp)  | 0.3285  | 0.000   |
| Overall change in quality of teaching (decline–growth)    | -0.3046 | 0.000   |
| Years taught in previous school (1–5 – >25)               | 0.1400  | 0.013   |
| Change in roles and responsibilities (narrowed–broadened) | -0.1265 | 0.024   |

**Table 4.16:** One sample t-test results for survey respondents—teaching less student-centred since relocation with other variable components.

| Component                          | Component Mean | Population Mean | t value | p value |
|------------------------------------|----------------|-----------------|---------|---------|
| Relocated from a high school       | 2.2718         | 2.0282          | 2.26    | 0.026   |
| Relocated to a high school         | 2.2788         | 2.0313          | 2.29    | 0.024   |
| Relocated from a category B school | 1.5500         | 2.0161          | -2.35   | 0.030   |
| Relocated to a category A school   | 1.6471         | 2.0313          | -2.54   | 0.016   |
| School category different          | 1.7831         | 2.0161          | -2.36   | 0.020   |

Survey respondents were more likely to agree their teaching had become more innovative since relocation (variable A2ic) if they relocated voluntarily, had a positive relocation experience, received adequate support, experienced no drop in quality of teaching upon relocation, experienced an overall growth in quality of teaching, relocated from a category A or category B school, relocated to a different school category, relocated during the school year, had taught in their previous school for only a few years, or experienced a broadening of roles and responsibilities (see Tables 4.17 and 4.18).

**Table 4.17:** Pearson's correlation statistics for survey respondents—teaching more innovative since relocation (SD–SA) with other variables.

| Variable (range)  | r value | p value |
|---|---------|---------|
| Reason for relocation (involuntary–voluntary)             | 0.1869  | 0.001   |
| Relocation experience (negative–positive)                 | 0.3187  | 0.000   |
| Support received (not adequate–adequate)                  | 0.2732  | 0.000   |
| Drop in quality of teaching upon relocation (none–sharp)  | -0.3439 | 0.000   |
| Overall change in quality of teaching (decline–growth)    | 0.3346  | 0.000   |
| Change in school (same–different)                         | 0.1898  | 0.001   |
| Years taught in previous school (1–5 – >25)               | -0.1332 | 0.016   |
| Change in roles and responsibilities (narrowed–broadened) | 0.2399  | 0.000   |

**Table 4.18:** One sample t-test results for survey respondents—teaching more innovative since relocation with other variable components.

| Component                          | Component Mean | Population Mean | t value | p value |
|------------------------------------|----------------|-----------------|---------|---------|
| Relocated from a high school       | 3.2358         | 3.4620          | -2.31   | 0.023   |
| Relocated to a high school         | 3.1682         | 3.4636          | -2.81   | 0.006   |
| Relocated from a category A school | 3.7500         | 3.4702          | 2.29    | 0.027   |
| Relocated from a category B school | 4.0000         | 3.4702          | 2.43    | 0.025   |
| School category different          | 3.7841         | 3.4702          | 2.91    | 0.005   |
| Relocated during school year       | 3.8400         | 3.4620          | 2.36    | 0.027   |

In comparison, survey respondents were more likely to disagree their teaching had become more innovative since relocation if they relocated involuntarily, had a negative relocation experience, did not receive adequate support, experienced a sharp drop in quality of teaching upon relocation, experienced an overall decline in quality of teaching, relocated from or to a high school, had taught in their previous school for many years, or experienced a narrowing of roles and responsibilities (see Tables 4.17 and 4.18).

Survey respondents were more likely to agree their teaching had become more progressive since relocation (variable A2id) if they relocated voluntarily, had a positive relocation experience, received adequate support, experienced no drop in quality of teaching upon relocation, experienced an overall growth in quality of teaching, relocated from a category B school, relocated to a category A school, held the position of classroom teacher before relocation, had taught in their previous school for only a few years, or experienced a broadening of roles and responsibilities (see Tables 4.19 and 4.20). In comparison, survey respondents were more likely to disagree their teaching had become more progressive if they relocated involuntarily, had a negative relocation experience, did not receive adequate support, experienced a sharp drop in quality of teaching upon relocation, experienced an overall decline in quality of teaching, relocated to a high school, had taught in their previous school for many

years, or experienced a narrowing of roles and responsibilities (see Tables 4.19 and 4.20).

**Table 4.19:** Pearson's correlation statistics for survey respondents—teaching more progressive since relocation (SD–SA) with other variables.

| Variable (range)  | r value | p value |
|---|---------|---------|
| Reason for relocation (involuntary–voluntary)             | 0.2218  | 0.000   |
| Relocation experience (negative–positive)                 | 0.3926  | 0.000   |
| Support received (not adequate–adequate)                  | 0.3207  | 0.000   |
| Drop in quality of teaching upon relocation (none–sharp)  | -0.4091 | 0.000   |
| Overall change in quality of teaching (decline–growth)    | 0.3825  | 0.000   |
| Change in school (same–different)                         | 0.1932  | 0.001   |
| Years taught in previous school (1–5 – >25)               | -0.1292 | 0.022   |
| Change in roles and responsibilities (narrowed–broadened) | 0.2205  | 0.000   |

**Table 4.20:** One sample t-test results for survey respondents—teaching more progressive since relocation with other variable components.

| Component                           | Component Mean | Population Mean | t value | p value |
|-------------------------------------|----------------|-----------------|---------|---------|
| Relocated to a high school          | 3.0693         | 3.3354          | -2.52   | 0.013   |
| Relocated from a category B school  | 3.8500         | 3.3279          | 2.25    | 0.037   |
| Relocated to a category A school    | 3.7143         | 3.3354          | 2.04    | 0.049   |
| Classroom teacher before relocation | 3.5753         | 3.3407          | 2.10    | 0.040   |

Survey respondents were more likely to agree their teaching had become less teacher-directed since relocation (variable A2ie) if they had a positive relocation experience, received adequate support, experienced no drop in quality of teaching upon relocation, changed to a different school type, relocated during the school year, changed teaching areas, experienced a narrowing of roles and responsibilities, or changed school and teaching contexts (see Tables 4.21 and 4.22). In comparison, survey respondents were more likely to disagree their teaching had become less teacher-directed if they had a negative relocation experience, did not receive adequate support, experienced a sharp drop in quality of teaching upon relocation, did not change school type, did not change teaching areas, experienced a broadening of roles and responsibilities, or did not change school and teaching contexts (see Table 4.21).

**Table 4.21:** Pearson's correlation statistics for survey respondents—teaching less teacher-directed since relocation (SD–SA) with other variables.

| Variable (range)  | r value | p value |
|---|---------|---------|
| Relocation experience (negative–positive)                 | 0.1737  | 0.002   |
| Support received (not adequate–adequate)                  | 0.1255  | 0.025   |
| Drop in quality of teaching upon relocation (none–sharp)  | -0.1346 | 0.020   |
| Change in school (same–different)                         | 0.1666  | 0.003   |
| Change in teaching area (same–different)                  | 0.1184  | 0.038   |
| Change in roles and responsibilities (narrowed–broadened) | 0.1408  | 0.012   |
| Change in context (same–different)                        | 0.1507  | 0.010   |

**Table 4.22:** One sample t-test results for survey respondents—teaching less teacher-directed since relocation with other variable components.

| Component                    | Component Mean | Population Mean | t value | p value |
|------------------------------|----------------|-----------------|---------|---------|
| Relocated during school year | 3.5417         | 3.0757          | 2.34    | 0.029   |

Thus, overall, the majority of relocated teachers, who changed their general approach to teaching so that it was less traditional, more student-centred, more innovative, more progressive and less teacher-directed, were more likely to be those who relocated voluntarily, had a positive relocation experience, received adequate support, experienced no drop in quality of teaching upon relocation, experienced an overall growth in quality of teaching, taught in their previous school for only a few years, or experienced a broadening of roles and responsibilities. In comparison, the minority of relocated teachers who changed their general approach to teaching so that it was more traditional, less student-centred, less innovative, less progressive and more teacher-directed were more likely to be those who relocated involuntarily, had a negative relocation experience, did not receive adequate support, experienced a sharp drop in quality of teaching upon relocation, experienced an overall decline in quality of teaching, taught in their previous school for many years, or experienced a narrowing of roles and responsibilities.

Teachers who relocated voluntarily, as compared to those who relocated involuntarily, were more likely to adopt a modernised approach to teaching because they were prepared for and wanted change. Those teachers who had a positive relocation experience, as compared to those who had a negative relocation experience, were more likely to adopt a modernised approach to teaching because they were able to learn and accept new challenges. Teachers who received adequate support, as compared to those who did not receive adequate support, were more likely to adopt a modernised approach to teaching because they were assisted in learning new pedagogies. Teachers whose quality of teaching retrogressed upon relocation, as compared with those whose quality of teaching improved, were more likely to adopt a ‘tried and true’ approach to teaching because they were struggling with adjusting to a new school culture and environment. Teachers who had taught in their previous school for only a few years, as compared to those who had taught in their previous school for many years were more likely to adopt a modernised approach to teaching because they were more accustomed to change and less entrenched in their old school and old ways. Teachers whose roles and responsibilities narrowed, as compared to those whose roles and responsibilities broadened, were more likely to adopt a ‘tried and true’ approach to

teaching because they were more likely to have relocated involuntarily ( $r=0.2015$ ,  $p=0.000$ ).

Hence, for the majority of teachers, relocation modernised their approach to teaching, but for a minority it regressed their approach to teaching to 'tried and true' approaches, at least initially—for example, comments from survey respondents included:

You find it difficult to experiment with new ideas as you are unsure—resort to tried and true methods. (77)

Moving from a progressive school to a traditional one made it difficult to maintain current teaching practices. (110)

The general teaching approaches in my learning areas [upon relocation] are 20 years out of date. I spent 16 years with colleagues who managed individual progression for all students—with students having real ownership. Now—very frustrating. (343)

I'll probably fall back on some of the more traditional teaching that I've done in the past because it's a very secure base to teach from. (Jonathon, 13/12/95)

At least one survey respondent managed to turn this to the advantage of her colleagues.

Resources and traditional teaching ideas of others limited my ability to fully implement my methods but I am slowly getting others to. (509)

Hence, relocation allowed teachers to change direction or begin again at their new school regarding approaches to teaching. About 30 percent of survey respondents<sup>16</sup> both disagreed or strongly disagreed and agreed or strongly agreed with the statement 'I was able to start afresh at my new school upon relocation, leaving old mistakes behind' (variable B4ib), though a number of respondents indicated they did not have any old mistakes to leave behind. Comments from relocated teachers included:

I had been 10 years at one school and felt that I had been too long at one school. New schools provide a feeling of starting anew. (76)

Since relocation I have a new lease on my teaching life. (119)

There'll be challenges again that I can take up, because that's the way I seem to work. Somehow over the years, every time I've settled into something I begin to get a bit bored and disinterested with it once it gets up and running. I want to move on and set up something else and get it going from scratch. And I don't mind the change and the conflict and anything else that's involved with that. In fact I just accept those things as the norm. And that gives me a bit of stimulation to keep me going. Otherwise I think I could get really bored with teaching if I was stuck in the one area year after year after year. (William, 6/12/95)

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<sup>16</sup> This question did not appear on the case study participants' pilot questionnaire.

In addition, a change in approach to teaching often meant introducing new ideas. Relocated teachers' responses to the statement 'My willingness to try new ideas increased upon relocation to my new school' were mainly positive—25 percent of survey respondents and five case study participants (Dave, Ian, Norman, Peter and Richard) disagreed or strongly disagreed, while 44 percent of survey respondents and two case study participants (Jonathon and William) agreed or strongly agreed (variable B4ie). Comments from survey respondents included:

Every time I start at a new school my teaching becomes more innovative ... Every time I am relocated—either by choice or not—I have tried both new and old ideas—I've made the "best of my lot". (256)

It remotivated me, allowed me to present new ideas at a higher level. (378)

In comparison, Ian found there was less scope for innovation at Cassowary High School compared with Pademelon High School because it was more traditional. Ian commented:

Maths and science are pretty much traditional subjects in that, dare I say, not much scope there for innovations ... so it's a lot more traditional and I think from the point of view of new courses and the way that innovation was much more apparent at Pademelon, much more apparent ... if there was [sic] any new profiles or guidelines or anything to be introduced it was there ... but here it's sort of a lot more traditional ... and it's not just curriculum either ... But that's one big thing, they're a lot less up with that sort of thing. (Ian, 7/5/96)

Furthermore, at least one survey respondent thought the five year rule of the Transfer Policy stymied innovation.

This policy causes teachers not to be innovative as you get things started, then you get transferred being unable to see the finished product. Some processes start at year 7 finish at year 10, why start something you won't see finished! (253)

Thus, overall, for the majority of relocated teachers, their approaches to teaching were revitalised and modernised; only a few relocated teachers reverted to 'tried and true' methods. Furthermore, many teachers were able to start afresh and were willing to try new ideas at their new school.

## Career

Relocation had either a detrimental, neutral or beneficial effect on teachers' careers, depending upon the circumstances surrounding the relocation. Beneficially, teachers were presented with new challenges, were renewed, learnt new skills and knowledge, established new partnerships with colleagues, and were presented with other new opportunities (eg, administrative roles or co-curricular activities). Detrimentally,

teachers were impeded regarding career advancement, broke off dynamic working relationships with colleagues, were moved before completing projects, became disenchanted with teaching, and lost opportunities and position in 'the pecking order'. Comments from survey respondents included:

More of a disruption to professional goals than anticipated. (190)

Very beneficial in the short term for promotion. (385)

Teachers who were interested in promotion or had been working in acting positions felt they missed out on career opportunities when they relocated because they had to establish their reputation amongst new colleagues and felt they were not recognised for previous accomplishments. They also recognised acting positions in schools were more likely to go to established staff. For example, relocated teachers commented:

I was put in a position of having to "prove" myself again, and particularly being a younger teacher I could see that I would be waiting in line for many years before being given any responsibility, whereas in my previous school I had been given lots of responsibility and had thrived on it. (403)

That's also very difficult ... especially for me, where I've come from a place [Thylacine College] where I virtually ran a department and so had control over what went on essentially and how I taught and what I taught and resources for it and you come into a place where you're now bottom of the heap, where you've got virtually no say in what goes on. (Richard, 9/5/96)

Regarding promotion prospects, 32 percent of survey respondents and four case study participants (Dave, Ian, Norman and Richard) disagreed or strongly disagreed their prospects for promotion improved upon relocation to their new school, while 22 percent of survey respondents and one case study participant (Peter) agreed or strongly agreed their prospects for promotion improved upon relocation to their new school (variable B4ii). Regarding acting positions, 39 percent of survey respondents and two case study participants (Peter and William) disagreed or strongly disagreed their prospects for taking on acting positions of responsibility were limited upon relocation to their new school, while 30 percent of survey respondents and five case study participants (Dave, Ian, Jonathon, Norman and Richard) agreed or strongly agreed their prospects for taking on acting positions of responsibility were limited upon relocation to their new school (variable B4ij). The high proportion of missing responses was explained by many respondents writing a statement similar to 'not interested in promotion' as a response for these questions. For example, one survey respondent commented:

Promotion to any position is not on my agenda—ever! (251)



The data in Tables 4.23 and 4.24 indicate survey respondents were more likely to agree they had improved promotion prospects upon relocation if they relocated voluntarily, relocated due to promotion, disagreed they had limited prospects for taking on acting positions, agreed the school cultures were very different, received adequate support, relocated to a district high school, relocated to a category B school, had been teaching in their previous school for only a few years, held the position of principal before relocation, held the position of assistant principal or principal after relocation, held an acting position after relocation, experienced a broadening of roles and responsibilities, or changed school and teaching contexts. In comparison, survey respondents were more likely to disagree they had improved promotion prospects upon relocation if they relocated involuntarily, relocated due to the Transfer Policy, agreed they had limited prospects for taking on acting positions, disagreed the school cultures were very different, did not receive adequate support, had been teaching in their previous school for many years, were demoted, held the position of AST1 after relocation, experienced a narrowing of roles and responsibilities, or did not change school and teaching contexts.

**Table 4.23:** Pearson’s correlation statistics for survey respondents—prospects for promotion improved upon relocation (SD–SA) with other variables.

| Variable (range)  | r value | p value |
|---|---------|---------|
| Limited prospects for acting positions (SD–SA)            | -0.4381 | 0.000   |
| Reason for relocation (involuntary–voluntary)             | 0.2236  | 0.000   |
| School cultures very different (SD–SA)                    | 0.3442  | 0.000   |
| Support received (not adequate–adequate)                  | 0.1944  | 0.000   |
| Years taught in previous school (1–5 – >25)               | -0.1845 | 0.001   |
| Change in position (demotion–promotion)                   | 0.2999  | 0.000   |
| Change in roles and responsibilities (narrowed–broadened) | 0.3827  | 0.000   |
| Change in context (same–different)                        | 0.1409  | 0.016   |

**Table 4.24:** One sample t-test results for survey respondents—prospects for promotion improved upon relocation with other variable components.

| Component                            | Component Mean | Population Mean | t value | p value |
|--------------------------------------|----------------|-----------------|---------|---------|
| Relocation due to promotion          | 3.5143         | 2.8162          | 5.37    | 0.000   |
| Relocation due to transfer policy    | 2.6215         | 2.1862          | -3.07   | 0.002   |
| Relocated to a district high school  | 3.2667         | 2.8188          | 2.09    | 0.045   |
| Relocated to a category B school     | 3.6364         | 2.8188          | 2.42    | 0.036   |
| Principal before relocation          | 3.3750         | 2.8233          | 2.56    | 0.017   |
| AST1 after relocation                | 2.5519         | 2.8259          | -3.48   | 0.001   |
| Assistant principal after relocation | 3.4286         | 2.8259          | 2.82    | 0.011   |
| Principal after relocation           | 3.5517         | 2.8259          | 3.83    | 0.001   |
| Acting position after relocation     | 4.0000         | 2.8162          | 6.55    | 0.000   |

Teachers who relocated voluntarily and were promoted, as compared to those who relocated involuntarily and relocated due to the Transfer Policy or were demoted, were more likely to agree they had improved prospects for promotion because they were newly promoted. Teachers who disagreed they had limited prospects for taking on acting positions, as compared to those who agreed, were more likely to agree they had improved prospects for promotion because having acted in a position improved your chances for being promoted to that position. Teachers who agreed the school cultures were very different and who changed school and teaching contexts, as compared to those who disagreed the school cultures were very different and who did not change school and teaching contexts, were more likely to agree they had improved promotion prospects because experience in a variety of school environments and cultures was important for promotion. Hence, the tendency for teachers to perceive they had better promotion prospects upon relocation if they relocated to a district high school or category B school could have pertained to the belief amongst teachers that to work your way 'up the ladder' you needed to do 'country service' and district high schools and category B schools are rural schools. However, at least one teacher believed experience in a large school also was necessary.

To broaden my opportunities for promotion I needed to be in a larger school. (486)

Teachers who received adequate support, as compared to those who did not receive adequate support, were more likely to agree they had improved promotion prospects because they were assisted in settling in quickly at their new school. Teachers who had taught in their previous school for only a few years, as compared to those who had taught in their previous school for many years, were more likely to agree they had improved promotion prospects because they had a wider experience of school environments and cultures having previously relocated more recently. Teachers whose roles and responsibilities broadened, as compared to those whose roles and responsibilities narrowed, were more likely to agree their prospects for promotion improved because they gained more experience in administration skills. Teachers who held the position of principal or assistant principal, as compared to those who held the position of AST1, were more likely to agree their prospects for promotion improved because they already held a promoted position.

The reasons for the responses detailed in Tables 4.25 and 4.26 were similar. Survey respondents were more likely to agree they had limited prospects for taking on acting positions upon relocation if they relocated involuntarily, relocated due to the Transfer Policy, disagreed they had improved promotion prospects, disagreed the school cultures were very different, did not receive adequate support, had been teaching in their previous school for many years, were demoted, held the position of AST1 after

relocation, or experienced a narrowing of roles and responsibilities. In comparison, survey respondents were more likely to disagree they had limited prospects for taking on acting positions upon relocation if they relocated voluntarily, relocated due to promotion, agreed they had improved prospects for promotion, agreed the school cultures were very different, received adequate support, relocated from a category B school, relocated to a category A school, had been teaching in their previous school for only a few years, held the position of AST3 or assistant principal after relocation, held an acting position after relocation, or experienced a broadening of roles and responsibilities.

**Table 4.25:** Pearson’s correlation statistics for survey respondents—prospects for taking on acting positions limited upon relocation (SD–SA) with other variables.

| Variable (range)  | r value | p value |
|---|---------|---------|
| Improved promotion prospects (SD–SA)                      | -0.4381 | 0.000   |
| Reason for relocation (involuntary–voluntary)             | -0.2674 | 0.000   |
| School cultures very different (SD–SA)                    | -0.2945 | 0.000   |
| Support received (not adequate–adequate)                  | -0.2605 | 0.000   |
| Years taught in previous school (1–5 – >25)               | 0.1488  | 0.007   |
| Change in position (demotion–promotion)                   | -0.1804 | 0.001   |
| Change in roles and responsibilities (narrowed–broadened) | -0.3435 | 0.000   |

**Table 4.26:** One sample t-test results for survey respondents—prospects for taking on acting positions limited upon relocation with other variable components.

| Component                            | Component Mean | Population Mean | t value | p value |
|--------------------------------------|----------------|-----------------|---------|---------|
| Relocation due to promotion          | 2.1000         | 2.8511          | -5.83   | 0.000   |
| Relocation due to transfer policy    | 3.0541         | 2.8511          | 2.63    | 0.009   |
| Relocated from a category B school   | 2.2105         | 2.8449          | -2.17   | 0.043   |
| Relocated to a category A school     | 2.3684         | 2.8537          | -2.78   | 0.008   |
| AST1 after relocation                | 3.0696         | 2.8395          | 2.30    | 0.023   |
| AST3 after relocation                | 2.2857         | 2.8395          | -2.67   | 0.012   |
| Assistant principal after relocation | 1.9000         | 2.8395          | -3.75   | 0.001   |
| Acting position after relocation     | 1.8235         | 2.8511          | -4.80   | 0.000   |

For many teachers, relocation was an opportunity to reflect on their career so far and plan for the future. Twenty percent of survey respondents and two case study participants (Dave and Ian) disagreed or strongly disagreed with the statement, ‘The process of transfer has helped me to rethink and plan my career as a teacher’, while 39 percent of survey respondents and four case study participants (Jonathon, Norman, Peter and William) agreed or strongly agreed with the statement (16 percent of survey respondents did not answer this question as they did not relocate due to transfer) (variable b5ie). At least two survey respondents felt the assignment review process instituted along with the introduction of the Transfer Policy helped in this regard.

I have (today, actually) been involved in conducting assignment reviews. My practical experience is that the process is very helpful for all concerned. (67)

... the 5 year review process does keep teachers thinking about performance and position in the system. (211)

However, another survey respondent commented:

It has forced me not helped me. (93)

William felt he was able to move forward in his career due to relocation—he commented:

When you're years with people they all seem to get set in their ways and so do you and it does influence your attitudes and that. I think you can get focused and centred and particular views that you find ... you change within weeks or months of being in a different environment. It's probably why the transfer system is a good thing. (William, 23/5/96)

In comparison, Dave and Ian felt they were held back in their career by the relocation, especially with respect to leadership roles.

I went from being a teacher with leadership roles in one school to bottom of the pecking order in a new school. It will take at least 2-3 years before I am at the same level of leadership in my new school—if I choose to make the effort—and for what? If this is happening throughout the state there will be lots of us at the bottom of the ladder and not many at the top! (Dave, questionnaire)

Things will improve I know, but ... if the Transfer Policy hadn't been in I probably would have had a better year professionally and I'd probably even be in some position of responsibility or promotion, if not at Pademelon, somewhere else. (Ian, 17/12/96)

Comments from survey respondents regarding the impact of relocation on their career included:

The process of transfer has helped me to rethink and plan my career away from teaching! (171)

Exchange of ideas and philosophies is paramount for successful education. A variety of experiences and directions can only complement a teacher's career. (222)

I believe the newly implemented state wide guidelines are a fairer system, provide an effective opportunity for teachers to be consulted about their career path; and an excellent opportunity for self-reflections re one's own career. (466)

Survey respondents were more likely to agree the process of transfer had helped them to rethink and plan their career as a teacher if they relocated voluntarily, relocated due to promotion, had a positive relocation experience, received adequate support, experienced no drop in quality of teaching upon relocation, experienced an overall

growth in quality of teaching, relocated to a college, relocated to a category A or category B school, had taught for only a few years, had taught at their previous school for only a few years, or experienced a broadening of roles and responsibilities (see Tables 4.27 and 4.28). In comparison, survey respondents were more likely to disagree the process of transfer had helped them to rethink and plan their career as a teacher if they relocated involuntarily, had a negative relocation experience, did not receive adequate support, experienced a sharp drop in quality of teaching upon relocation, experienced an overall decline in quality of teaching, had taught for many years, had taught at their previous school for many years, or experienced a narrowing of roles and responsibilities (see Table 4.27).

**Table 4.27:** Pearson's correlation statistics for survey respondents—process of transfer helped to rethink and plan career (SD–SA) with other variables.

| Variable (range)  | r value | p value |
|---|---------|---------|
| Reason for relocation (involuntary–voluntary)             | 0.2407  | 0.000   |
| Relocation experience (negative–positive)                 | 0.2706  | 0.000   |
| Support received (not adequate–adequate)                  | 0.1700  | 0.003   |
| Drop in quality of teaching upon relocation (none–sharp)  | -0.2779 | 0.000   |
| Change in quality of teaching (decline–growth)            | 0.2904  | 0.000   |
| Years teaching (1–5 – >25)                                | -0.1370 | 0.018   |
| Years taught in previous school (1–5 – >25)               | -0.1791 | 0.002   |
| Change in roles and responsibilities (narrowed–broadened) | 0.1658  | 0.004   |

**Table 4.28:** One sample t-test results for survey respondents—process of transfer helped to rethink and plan career with other variable components.

| Component                        | Component Mean | Population Mean | t value | p value |
|----------------------------------|----------------|-----------------|---------|---------|
| Relocation due to promotion      | 3.6000         | 3.2211          | 3.01    | 0.004   |
| Relocated to a college           | 3.6552         | 3.2252          | 2.58    | 0.015   |
| Relocated to a category A school | 3.6765         | 3.2252          | 2.54    | 0.016   |
| Relocated to a category B school | 3.9000         | 3.2252          | 2.44    | 0.038   |

Teachers who relocated voluntarily, as compared to those who relocated involuntarily, were more likely to agree transfer helped them to rethink and plan their career because changing schools was a conscious choice. Teachers who had a negative relocation experience, did not receive adequate support and whose quality of teaching retrogressed, as compared to those who had a positive relocation experience, received adequate support and whose quality of teaching improved, were less likely to agree transfer helped them to rethink and plan their career because they were more concerned with adjusting to their new school. Teachers who had taught for only a few years altogether and in their previous school, as compared to those who had taught for many years altogether and in their previous school, were more likely to agree transfer helped them to rethink and plan their career as they were less likely to be entrenched in their

school and career. Teachers whose roles and responsibilities broadened, as compared to those whose roles and responsibilities narrowed, were more likely to agree transfer helped them to rethink and plan their career because a broadening of roles and responsibilities often was associated with promotion or acting positions. Teachers who relocated to a college or category A or category B school were likely to agree transfer helped them to rethink and plan their career because they relocated to a different school environment and culture.

Thus, relocation limited or expanded many teachers' opportunities for promotion and taking on acting positions of responsibility depending upon various factors. Relocation also encouraged many teachers to reflect on and plan their career as a teacher.

Overall, relocation impacted on teachers' learning curve, settling in time, routines, time management, approach to teaching and career. Further impacts also were apparent—these are discussed in chapter 5 in conjunction with the discussion of the impact of relocation on teachers' quality of teaching.

## SUMMARY

Relocation had many consequences for teachers. Firstly, changes in context were apparent. Over three-quarters of relocated teachers indicated their school cultures were very different, with approximately one-third of relocated teachers changing school type and approximately one-quarter changing school category. Due to these changes in school culture and environment, many teachers experienced changes in their professional and personal lives.

Teachers' professional lives changed regarding established relationships, grade levels taught, subject areas taught, position held in the school, and roles and responsibilities. All relocated teachers had to establish new relationships with students, staff, parents and the local community, approximately three-quarters of relocated teachers changed grade levels, approximately one-half of relocated teachers changed subject areas, approximately one-fifth of relocated teachers changed position held in the school (one-half of whom were promoted and the other half demoted), and approximately two-thirds of relocated teachers changed roles and responsibilities within the school (one-half of whom broadened their roles and responsibilities and the other half narrowed their roles and responsibilities). However, teachers in small schools were more likely to experience a broadening of roles and responsibilities than teachers in larger schools.

Teachers' personal lives changed regarding the need to move residence, distance travelled to work and disruption to family life. Approximately one-fifth of relocated

teachers had to move residence, and approximately two-fifths of relocated teachers had less distance to travel to work, while two-thirds had more distance to travel to work.

The second consequence of relocation for teachers was the impact it had on them personally. Approximately one-third of relocated teachers had a positive relocation experience, but approximately one-fifth had a negative relocation experience. Those teachers who had the most positive relocation experiences were those who relocated to a college from another school type, and those who had the most negative relocation experiences were those who relocated from a college to another school type.

Apart from impacting on their relocation experience, relocation also impacted on teachers' confidence, self-esteem, stress levels and family life. Some teachers experienced a lowering of confidence and self-esteem, if only initially, while a few experienced an increase in confidence and self-esteem. Approximately two-fifths of relocated teachers had their family life disrupted. These teachers who had their family lives disrupted were more likely to be more stressed. Approximately two-fifths of relocated teachers were more stressed after relocation, while approximately two-fifths were less stressed. Those teachers who were more stressed often suffered health problems as a result. Approximately one-fifth of relocated teachers experienced more health problems upon relocation.

The third consequence of relocation for teachers was the impact it had on their teaching. Just over three-quarters of relocated teachers found relocation to be a learning experience—most teachers were on a steep learning curve due to relocation.

Approximately one-half of relocated teachers settled in at their new school by the end of their second term there and approximately four-fifths had settled in by the end of the first year at their new school. However, approximately one-half of relocated teachers had established classroom routines by the end of the first term at their new school. Thus, there were different levels of settling in—establishing a reputation with staff and students and learning school routines and procedures took longer than instituting effective classroom management routines. Teachers established classroom routines quickly so quality teaching could occur. Some teachers had to adopt new routines at their new school because of different school procedures.

Teachers whose roles and responsibilities broadened upon relocation often had less time on their hands, while teachers whose roles and responsibilities narrowed often had more time on their hands. However, many teachers felt they had insufficient time to adjust to their new school and teaching context. Furthermore, many teachers, especially those who relocated to a college or traditional school, were likely to spend

more time on planning and preparation and marking, but less time on pastoral care and behaviour management.

Teachers' approaches to teaching changed upon relocation. The majority of teachers adopted a modernised approach to teaching becoming less traditional, more student-centred, more innovative, more progressive and less teacher-directed. However, a minority of teachers fell back on 'tried and true' techniques, at least initially. Approximately one-third of relocated teachers were able to start afresh at their new school, while approximately two-fifths were willing to try new ideas.

Approximately two-fifths of relocated teachers believed their prospects for taking on acting positions upon relocation were less limited, while one-quarter believed they were more limited. Approximately one-fifth of relocated teachers believed their prospects for promotion improved upon relocation, while approximately one-third believed they were not improved. Furthermore, approximately two-fifths of relocated teachers indicated the relocation process had helped them to rethink and plan their careers.

Thus, relocation involved changes in school context (ie, environment and culture), changes in professional context and changes in personal context. Furthermore, relocation impacted on teachers personally and professionally. Relocation also impacted on teachers' quality of teaching—this issue is addressed in the next chapter, Chapter 5.



## CHAPTER 5

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### Impact of Relocation on Teacher Quality

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Relocation does not only impact on teachers and their work, but also on teachers' quality of teaching. Changes in teachers' work and environment result in changes in teachers' quality of teaching. This effect can be short term or long term.

This chapter addresses research sub-question 4 and develops issues discussed in the literature review and Chapter 4. First, the issue of teacher quality is addressed and models of the high quality teacher and the developmental stages of teacher expertise are developed. Second, an analysis of the impact of relocation on teacher quality is presented. The models developed in part one are used as a framework for analysis in part two.

#### TEACHER QUALITY

The concept of teacher quality is not quantifiable (unlike the concept of teacher effectiveness which can be measured by student outcomes). It is a qualitative concept and thus dependent on subjective perception to some extent.

Teacher quality incorporates the concept of teacher expertise (see Chapter 1, Definitions of Terms from page 1), but teacher expertise, here, refers specifically to the notion of teacher quality as applied to the novice to expert continuum developed by Berliner (1994) (see Chapter 2, Stages of Development of Teacher Expertise from page 44). Thus, teacher expertise is characterised by the development of teacher quality from novice, through advanced beginner, competent and proficient, to expert.

As argued in Chapter 2, the concept of the *expert teacher* is difficult to define and much of the research identifying characteristics of expert teachers has not demarcated sufficiently between expert teachers and proficient or competent teachers. This research on teacher expertise mostly has depended on the dichotomous novice-expert paradigm to identify characteristics of expert teachers. In addition, expert teachers have been identified, for example, by nomination (a qualitative, subjective measure) or years of experience (but experience does not always equate with expertise—see

Chapter 2, Teacher Quality / Teacher Expertise from page 43). Thus, many of the characteristics identified as those of expert teachers, it is argued here, also may pertain to proficient teachers, and to some extent, competent teachers. Thus, the notion of the *high quality teacher* is used in this research to denote teachers at the expert end of the novice to expert continuum; this may include proficient and some competent teachers as well as expert teachers. It is a more general concept than that of the expert teacher.

### Model of the High Quality Teacher

To provide a qualitative model of the high quality teacher, the idea of a prototype put forward by Sternberg & Horvath (1995) was utilised (see Chapter 2, Characterising Teacher Expertise / Teacher Quality from page 48 for a discussion on the strengths of the prototype model and see Appendix A from page 304 for an outline of Sternberg & Horvath's model). Figure 5.1 (see page 153) outlines a prototype model of the high quality teacher based on the research on teacher expertise and quality teaching reviewed in Chapter 2; that is, the work of, *inter alia*, Leinhardt (eg, 1989), Livingston & Borko (eg, 1990), Berliner (eg, 1994), Williamson (eg, 1994), and Bullough & Baughman (eg, 1995).

The prototype model of the high quality teacher presented in Figure 5.1 divides teacher quality into three dimensions—knowledge, skills, and personal attributes. Overarching all of these dimensions is the information rich, elaborate, interconnected and accessible mental schemata of the high quality teacher. This mental schemata integrates the three dimensions such that high quality teachers' performances are fluid, effortless and dynamic. The mental schemata also integrates the sub-dimensions for each dimension of the model.

The dimension of *knowledge* is sub-divided into content and curriculum knowledge, pedagogical knowledge and practical knowledge. Content knowledge can be pure or applied. Pedagogical knowledge includes both general pedagogical knowledge and pedagogical content knowledge. Practical knowledge can be explicit or tacit.

The dimension of *skills* is sub-divided into pedagogy, management and reflection/problem solving. Pedagogy incorporates teaching strategies, planning, lesson delivery and assessment. Management can be either administrative or behavioural, and includes both classroom management and management of tasks without the classroom. Reflection is presented as conjunctive with problem solving because reflection both informs and generates problem solving.

The dimension of *personal attributes* is sub-divided into attitude and relationships. Relationships can be with students, colleagues, parents, administrators or the wider community.

**Figure 5.1:** A prototype model of the high quality teacher.

| DIMENSION  | SUB-DIMENSION  | MAJOR FEATURES  |
|--|--|---|
| <i>Overarching mental schemata which is information-rich, elaborate, interconnected and accessible. Thus all dimensions and sub-dimensions are integrated.</i> |  |   |
| <b>Knowledge</b>   | Content & Curriculum Knowledge (pure and applied)                  | Domain and context specific; extensive  |
|  | Pedagogical Knowledge (general & pedagogical content knowledge)    | Extensive; up-to-date; applied; problematic concepts understood   |
|  | Practical Knowledge (explicit & tacit)                             | Administrative; political; social; cultural; extensive; context specific  |
| <b>Skills</b>  | Pedagogy   | Work focused; routines established; flexible; fluid; learning supported; mind-map of lesson (agenda); holistic; clear and cohesive explanations; context relevant |
|  | Management (administrative and behavioural)                        | Routines established; expectations established; fluid; simultaneous information processing  |
|  | Reflection/Problem Solving   | Experiential; intuitive; fast and accurate pattern recognition capabilities; accurate and thorough recall   |
| <b>Personal Attributes</b>   | Attitude   | Work at boundaries; satisfied with career; positive self-image; motivated; student-centred  |
|  | Relationships (with students, colleagues, parents, administrators) | Respectful; empathic; fair; warm; collaborative   |

As foreshadowed previously, the prototype model of the high quality teacher incorporates expert teachers, proficient teachers and possibly competent teachers. Further research into the characteristics of teachers at the stages of advanced beginner, competent and proficient needs to be conducted to determine the extent of application of the characteristics of this model to each stage and to further refine the stages of development on the novice to expert continuum. A model of the developmental stages of teacher expertise has been developed for this research which uses both the notion of identifying expertise based on experience and the characteristics of the stages of teacher expertise identified by Berliner (1994). This model is outlined in the next section.

**Model of Developmental Stages of Teacher Expertise**

Berliner (1994) argued teacher expertise develops through five stages; namely novice, advanced beginner, competent, proficient, and expert. He outlined major characteristics of teachers at each of these five stages and also indicated an approximate minimum number of years of teaching experience these teachers would have acquired

(see Chapter 2, Stages of Development of Teacher Expertise from page 44). Some researchers have used the notion of years of experience to identify developmental stages of teachers, while others have used the characteristics identified by Berliner, but none have used both. The model depicted in Figure 5.2 uses both of these notions to define the stages of development of teacher expertise.

Figure 5.2: Model of developmental stages of teacher expertise.

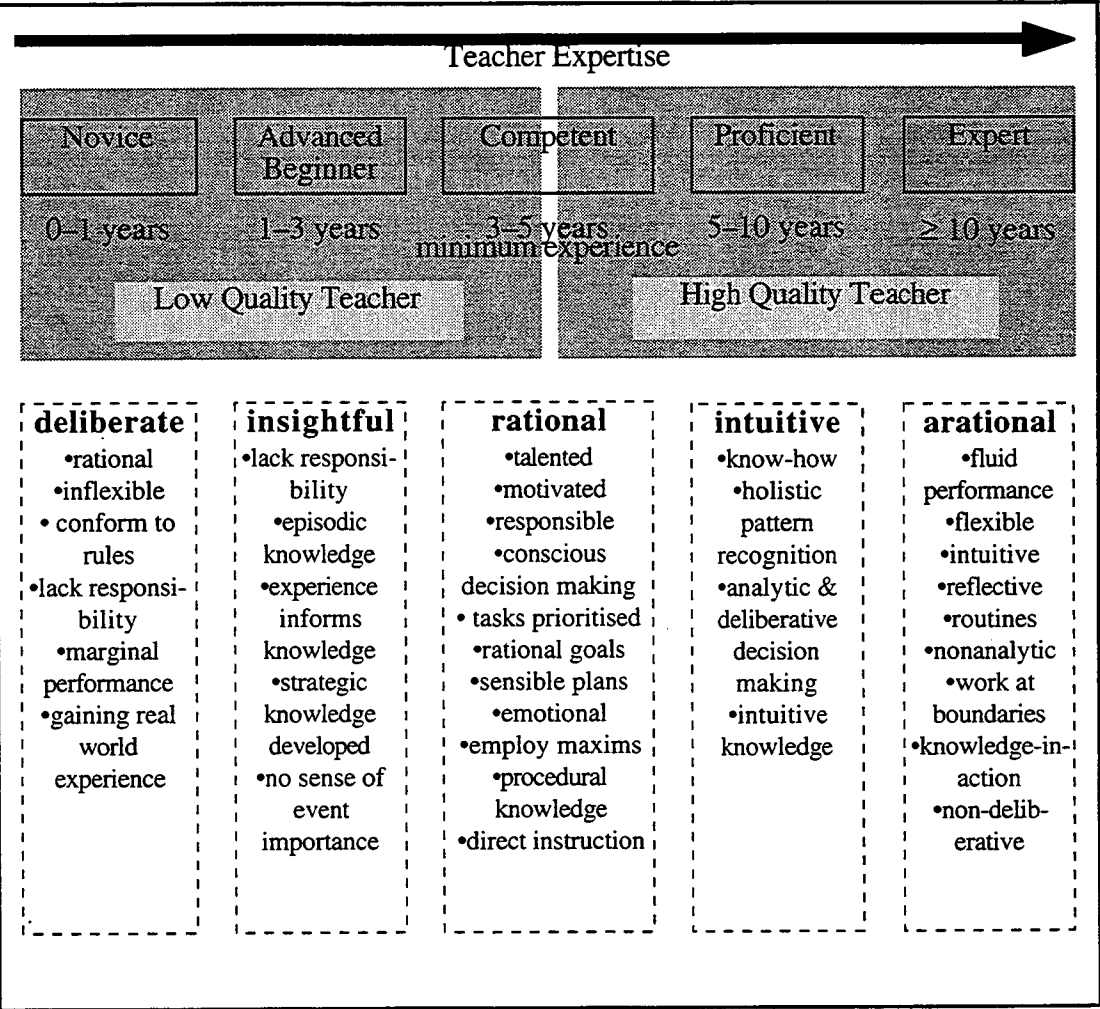


Figure 5.2 shows the **minimum** number of years of experience **and** the characteristics of a teacher at each stage of development along the novice to expert continuum. Both of these are necessary to allocate a teacher to a stage of development of expertise. The concept of the high quality teacher incorporates the expert teachers, the proficient teachers and some of the competent teachers (ie, those who are developing into proficient teachers). The concept of the low quality teacher incorporates the novice teachers, the advanced beginner teachers, and some competent teachers.

Novice teachers have a minimum of 0–1 years of teaching experience and are likely to be student or beginning teachers. They are deliberate in their teaching, decision

making and problem solving. Advanced beginner teachers have a minimum of 1–3 years of teaching experience. They are insightful, beginning to meld their experiences as a teacher with the knowledge they have learnt in teacher training. Competent teachers have a minimum of 3–5 years of teaching experience. They are rational in their teaching, decision making and problem solving. Proficient teachers have a minimum of 5–10 years of teaching experience. They are intuitive regarding knowledge, but still rational regarding decision making and problem solving. Expert teachers have a minimum of 10 years of teaching experience. They are arational regarding teaching, decision making and problem solving. Expert teachers exhibit fluid performance.

Survey respondents and case study participants were asked to self-rate their level of expertise before and after relocation, both overall and for sub-dimensions of the prototype model of the high quality teacher. All of the case study participants were considered high quality teachers prior to relocation. They all had ten or more years of teaching experience and rated themselves as proficient or expert for overall level of expertise prior to relocation on the pilot survey (see Table 5.9 on page 168). The three case study teachers who rated themselves as expert—Norman, Richard and William—had 21, 18 and 24 years of teaching experience, respectively. Observations confirmed the high quality teacher status of the case study participants prior to relocation. For example, during observations prior to relocation the following reflections were recorded.

Dave is a competent-proficient teacher, but not an expert teacher.  
(Potoroo HS, 28/11/95)

I think Ian is a good teacher, especially of Maths—he explains concepts very well and is supportive of student learning. (Pademelon HS, 24/10/95)

Jonathon seems to be at the proficient stage of teaching, but is too stressed out to bother about his discipline. (Emu-Wren HS, 17/11/95)

I believe Norman is an expert teacher. (Numbat HS, 15/12/95)

Richard seems to be a proficient to expert teacher. (Thylacine College, 13/10/95)

[William] is a better teacher than I first thought. He could be regarded as expert in some areas (eg, content knowledge) and proficient in most others. (Bandicoot DHS, 6/12/95)

No observation reflection was recorded for Peter regarding his level of expertise prior to relocation, but he was considered an expert teacher by the researcher.

Subsequent to relocation, the case study teachers rated themselves as ranging from advanced beginner to expert. Of the case study participants who rated themselves as

advanced beginner (Richard) or competent (Ian and Norman) after relocation for overall level of expertise, only Richard, from observations, was not considered to be a high quality teacher subsequent to relocation. For example, the following observation reflection was recorded for Richard subsequent to relocation.

Richard's classes (that I observed) were ill-disciplined. In the 10 Maths especially, there was not much work occurring. Richard didn't attempt to set routines or class rules (or enforce them) to any large degree. He seemed content to let things flow along—I got the impression he hadn't switched out of the way he taught at the college where discipline was not an essential part of teaching. Richard did little to enthuse his students or focus them on work. He missed the end of lessons—no summing up of lessons as he was not used to the shorter lessons. (Potoroo HS, 23/2/96)

Richard, along with Ian, Norman and Peter were observed to regress, at least initially, in their quality of teaching upon relocation (see Impact of Relocation on Teacher Quality from page 158 for further discussion on this issue).

For the survey respondents, self-ratings of overall level of expertise prior to relocation (variable A3ia) correlated positively with years of teaching experience (variable C5i) ( $r=0.2128$ ,  $p=0.000$ ), but self-ratings of overall level of expertise subsequent to relocation (variable A3ib) did not correlate as strongly, yet still significantly, with years of teaching experience ( $r=0.1405$ ,  $p=0.009$ ). Thus, survey respondents who rated themselves at the expert end of the novice to expert continuum were more likely to have taught for many years than survey respondents who rated themselves at the novice end of the novice to expert continuum. Table 5.1 shows the percentage frequencies of survey responses for years of teaching experience split by level of expertise before relocation.

**Table 5.1:** Percentage frequencies of survey responses—years of teaching experience split by overall level of expertise prior to relocation.

| Years | Novice | Advanced Beginner | Competent | Proficient | Expert |
|-------|--------|-------------------|-----------|------------|--------|
|       | (n=0)  | (n=5)             | (n=49)    | (n=229)    | (n=71) |
| 1–5   | 0.0    | 40.0              | 4.1       | 3.5        | 0.0    |
| 6–10  | 0.0    | 20.0              | 14.3      | 8.3        | 4.2    |
| 11–15 | 0.0    | 0.0               | 32.7      | 22.3       | 18.3   |
| 16–20 | 0.0    | 20.0              | 20.4      | 25.3       | 25.4   |
| 21–25 | 0.0    | 20.0              | 12.2      | 18.8       | 23.9   |
| >25   | 0.0    | 0.0               | 16.3      | 19.7       | 28.2   |

The data in Table 5.1 indicate all advanced beginners had at least 1–3 years of teaching experience, most competent teachers had at least 3–5 years of teaching experience (4.1 percent had 1–5 years of teaching experience), most proficient teachers had at least 5–10 years of teaching experience (3.5 percent had 1–5 years of teaching experience),

and most expert teachers had at least 10 years of teaching experience (4.2 percent had 6–10 years of teaching experience). Thus, the self-ratings of survey respondents regarding overall level of expertise prior to relocation were regarded as valid with respect to the model of developmental stages of teacher expertise. In addition, all of the self-rated experts and proficients, and 82 percent of the competent (ie, those with more than 10 years of teaching experience) were regarded as high quality teachers. Therefore, 94 percent of survey respondents rated themselves as high quality teachers and four percent rated themselves as low quality teachers prior to relocation (variable QualityB).

Table 5.2 shows the percentage frequencies of survey responses for years of teaching experience split by level of expertise after relocation.

**Table 5.2:** Percentage frequencies of survey responses—years of teaching experience split by overall level of expertise subsequent to relocation.

| Years | Novice | Advanced<br>Beginner | Competent | Proficient | Expert |
|-------|--------|----------------------|-----------|------------|--------|
|       | (n=6)  | (n=31)               | (n=79)    | (n=183)    | (n=48) |
| 1–5   | 16.7   | 6.3                  | 2.5       | 3.3        | 0.0    |
| 6–10  | 0.0    | 0.0                  | 12.3      | 9.8        | 2.1    |
| 11–15 | 16.7   | 34.4                 | 24.7      | 22.4       | 14.6   |
| 16–20 | 0.0    | 31.3                 | 25.9      | 23.0       | 25.0   |
| 21–25 | 33.3   | 15.6                 | 13.6      | 19.1       | 27.1   |
| >25   | 33.3   | 9.4                  | 18.5      | 21.3       | 31.3   |

The data in Table 5.2 indicate the self-ratings of survey respondents regarding overall level of expertise subsequent to relocation also were valid with respect to the model of developmental stages of teacher expertise. The percentages of survey respondents in the cut off range of years of teaching experience for each level of expertise was less after relocation compared to before relocation, though not significantly so. Eighty-three percent of survey respondents rated themselves as high quality teachers and fourteen percent rated themselves as low quality teachers after relocation (variable QualityA).

Furthermore, survey respondents’ self-ratings for overall level of teacher expertise prior to relocation (variable A3ia) correlated with position held in school before relocation (variable B7i) ( $r=0.3541$ ,  $p=0.000$ ). That is, survey respondents who rated themselves towards the expert end of the novice to expert continuum were more likely to hold a promoted position in the school, while survey respondents who rated themselves towards the novice end of the novice to expert continuum were more likely to hold a non-promoted position in the school. This correlation reinforces the validity of the self-ratings since to gain a promoted position teachers needed to have

demonstrated excellence in teaching (see Chapter 2, Stages of Development of Teacher Expertise from page 44).

Thus, the survey and case study data fitted the model of the developmental stages of teacher expertise. As such, the model of the high quality teacher, which is an extension of the model of developmental stages of teacher expertise, is used as a framework for the analysis in the following section.

IMPACT OF RELOCATION ON TEACHER QUALITY

The impact of teacher relocation on teacher quality is explored in this section using the dimensions and sub-dimensions of the model of the high quality teacher as a framework. However, before the impact of relocation on teacher quality is broken down to analyse its impact on each dimension and sub-dimension, an analysis of the overall impact of teacher relocation on teacher quality is provided.

Question B8 on the questionnaire asked teachers to choose or draw a graph which depicted their change in level of quality of teaching before, upon and after relocation. These changes were grouped into 13 sub-groups which comprised three categories representing overall change in quality of teaching—growth, steady and decline (see Appendix M from page 379). Table 5.3 shows the percentage frequencies of survey responses for changes in quality of teaching before, upon and after relocation grouped into these 13 sub-groups and three categories.

Table 5.3: Percentage frequencies of survey responses (n=337)—overall change in quality of teaching before, upon and after relocation.

| Overall Change | Category | Description—Before, Upon, After Relocation | Percentage Frequency |
|----------------|----------|--|----------------------|
| Growth         | ///      | Up, Up, Up                                 | 15.7                 |
|                | —//      | Level, Up, Up                              | 12.2                 |
|                | ∨/       | Down, Up, Up                               | 0.9                  |
|                | ∨—       | Down, Up, Level                            | 0.6                  |
|                | /—/      | Up, Level, Up                              | 0.3                  |
|                | —/—      | Level, Up, Level                           | 0.9                  |
| Steady         | ∧∨       | Up, Down, Up                               | 55.5                 |
|                | —∨       | Level, Down, Up                            | 2.3                  |
|                | ∨∨       | Down, Down, Up                             | 3.9                  |
|                | ——       | Level, Level, Level                        | 3.6                  |
| Decline        | ∧—       | Up, Down, Level                            | 1.8                  |
|                | ∧∖       | Up, Down, Down                             | 1.2                  |
|                | —∖∖      | Level, Down, Down                          | 1.2                  |

The data in Table 5.3 indicate 31 percent of survey respondents experienced an overall growth in quality of teaching, 65 percent of survey respondents experienced no overall change in quality of teaching, and four percent of survey respondents experienced an



overall decline in quality of teaching. Of the case study participants, one (William) experienced an overall growth in quality of teaching and the remaining six experienced no overall change in quality of teaching. This change in quality of teaching was not always easy for teachers to self-assess. For example, at the end of his first year at Cassowary High School, regarding his view of himself as a teacher, Ian commented:

Probably worse than I was last year ... I sometimes feel as if I've got less control and I'm a worse teacher than I was last year, but I don't think I am ... I think if you were looking from the outside and you looked at what I did last year and what I've done this year, I think what I've done this year is worse, but I don't think I'm a worse teacher because of it. I think I'm the same teacher and I know what factors have contributed ... like changing schools, meeting new kids and all that sort of thing, and I have no doubt at all that I will have the same level of competence and control and everything in another year or so that I had a Pademelon. So I don't think I'm a worse teacher, but I think if you were looking at it from an outside point of view, it would look like I was. (Ian, 17/12/96)

Comments from relocated teachers who experienced an overall growth in quality of teaching included:

Always improving at a moderate rate and relocation adds to the experiences. (222)

Prior to relocation teaching was still growing until transfer was indicated, third term was disastrous due to feeling of rejection. Quality of teaching has steadily improved since relocation. (230)

Prior to relocation, my quality of teaching was improving. Upon relocation this has continued with no visible signs of a decline/increase in teaching effectiveness because of transfer. (232)

Prior to relocation I was bored. Upon relocation I was challenged hence my teaching was revitalised. (240)

Prior to relocation, quality of teaching was stable. Upon relocation, quality of teaching gradually improved and has now levelled off. (308)

Comments from relocated teachers who experienced no overall change in quality of teaching included:

Prior to relocation the quality of my teaching was dropping off. Upon relocation there was a slight drop in my teaching effectiveness, but in time this improved. After a while this dropped slightly and tapered off. This is called the 'highs' and 'lows' of teaching. (6)

Prior to relocation I made steady improvement (new subjects, etc). After relocation I was 'at sea', but now I'm pretty good at a whole variety of new tasks. (49)

Quality teaching, slight decline, rapid improvement back to where it was. (51)

My quality of teaching has remained stable, before, during and after transfer. (91)

No change in teaching quality. (171)

Prior to relocation my teaching was very effective. Upon relocation, it remained equally as effective. (176)

My teaching had been expanded/developed substantially prior to transfer, there was a moderate drop on relocation then a rapid return to effectiveness. (385)

Prior to relocation, I was 'finding my feet' as a new teacher. My teaching quality improved quickly, but dropped when relocated. It is now improving again to a level I would judge as similar to my previous school experience. (458)

I'd say I'm probably teaching to the same sort of ability as I was at Potoroo. (Dave, 20/11/96)

Comments from relocated teachers who experienced an overall decline in quality of teaching included:

Prior to relocation quality of teaching steadily improving. A sharp drop upon relocation, with no improvement over time. (102)

Prior to relocation quality of teaching steadily improving, upon relocation dramatic drop and remaining (I feel) at this level. (339)

Moved from a large urban (Cat[egory] A Sch[ool]) to a small rural school as a teaching principal. It is near impossible to do both jobs as well as I would like. Teaching definitely has suffered. (446)

Prior to my transfer I considered I was always highly motivated and effective; since relocation am still motivated but probably not as effective. (496)

Some relocated teachers commented the relocation had no impact on their quality of teaching—they simply continued on as before. Comments included:

As it was a promoted position and my choice to apply[,] my teaching and pedagogy has [sic] not altered. (88)

Relocation didn't cause concern. Adjust[ment]s were easily made. (158)

I consider my learning to be a journey—there are ups and downs as I explore alternate strategies—I'm eclectic! Quality of teaching continues to improve/develop as new learning occurs. Relocation has made little difference. (466)

Relocation has had no detrimental effect whatever. Interest in the job is as absorbing as ever. Change of school makes no difference. (479)

According to self-ratings, 12 percent of survey respondents that were high quality teachers prior to relocation were low quality teachers subsequent to relocation (variable

QualChng). Accordingly, change in quality teacher status (ie, from high quality teacher to low quality teacher) correlated with overall change in quality of teaching (variable Change) ( $r=0.1586$ ,  $p=0.004$ ). That is, relocated teachers who indicated a change in quality teacher status were more likely to be those who experienced an overall decline in quality of teaching, while those who did not indicate a change in quality teacher status were more likely to be those who experienced an overall growth in quality of teaching. For the case study participants, only Peter and Richard indicated a change in quality teacher status from high quality teacher to low quality teacher upon relocation. Peter only indicated this change initially upon relocation when he completed the self-ratings questionnaire, not later when he completed the pilot survey—Peter had regained some lost ground by then. These self-ratings matched with observations of Peter and Richard.

Furthermore, high quality teachers were more likely to experience a decrease in level of overall expertise upon relocation (mean=-0.4036) and low quality teachers were more likely to experience an increase in level of overall expertise upon relocation (mean=0.4167) (variable A3iDiff). This difference was statistically significant even though there were only 12 valid cases of low quality teachers for this comparison—(a t-test comparing 0.4167 with the overall mean of -0.3754 returned values of  $t=3.46$  and  $p=0.005$ ). However, even though the means indicated any retrogression in quality of teaching for low quality teachers was less severe than for high quality teachers, the difference was not statistically significant for the variables drop in quality of teaching upon relocation (variable Drop) or overall quality of teaching (variable Change).

Analysis of the survey data for associations between overall change in quality of teaching (variable Change) and other variables indicated survey respondents were more likely to experience an overall growth in quality of teaching if they entered teaching due to a positive attraction, were at the novice end of the novice to expert continuum prior to relocation, relocated voluntarily, agreed they were less stressed, had control over the transfer process, had a positive relocation experience, received adequate support, experienced no drop in quality of teaching upon relocation, had taught in their previous school for only a few years, relocated from a primary school, relocated to a senior secondary college, had not taught in their current school type previously, relocated from a category A school, held the position of classroom teacher before or after relocation, or changed grade levels (see Tables 5.4 and 5.5). In comparison, survey respondents were more likely to experience an overall decline in quality of teaching if they entered teaching due to a casual attraction, were at the expert end of the novice to expert continuum prior to relocation, relocated involuntarily, disagreed they were less stressed, lacked control over the transfer process, had a negative relocation experience, did not receive adequate support, experienced a sharp drop in quality of teaching upon

relocation, had taught in their previous school for many years, relocated from a district high school or senior secondary college, relocated to a high school, held the position of AST3 before or after relocation, or did not change grade levels (see Tables 5.4 and 5.5).

**Table 5.4:** Pearson's correlation statistics for survey respondents—overall change in quality of teaching (decline–growth) with other variables.

| Variable (range)  | r value | p value |
|---|---------|---------|
| Reason for entering teaching (casual–positive attraction) | 0.1586  | 0.004   |
| Level of expertise prior to relocation (novice–expert)    | -0.1755 | 0.001   |
| Reason for relocation (involuntary–voluntary)             | 0.2617  | 0.000   |
| Less stressed (SD–SA)                                     | 0.3965  | 0.000   |
| Had control over transfer process (SD–SA)                 | 0.1217  | 0.035   |
| Relocation experience (negative–positive)                 | 0.4986  | 0.000   |
| Support received (not adequate–adequate)                  | 0.3281  | 0.000   |
| Drop in quality of teaching upon relocation (none–sharp)  | -0.7910 | 0.000   |
| Years taught in previous school (1–5 – >25)               | -0.1977 | 0.000   |
| Change in grade level (same–different)                    | 0.1434  | 0.009   |

**Table 5.5:** One sample t-test results for survey respondents—overall change in quality of teaching with other variable components.

| Component                             | Component Mean | Population Mean | t value | p value |
|---------------------------------------|----------------|-----------------|---------|---------|
| Relocated from a primary school       | 1.7308         | 1.5298          | 2.21    | 0.029   |
| Relocated from a district high school | 1.1714         | 1.5298          | -2.84   | 0.008   |
| Relocated from a college              | 1.0000         | 1.5298          | -3.24   | 0.003   |
| Relocated to a high school            | 1.1802         | 1.5282          | -4.40   | 0.000   |
| Relocated to a college                | 2.0000         | 1.5282          | 2.45    | 0.021   |
| Not taught in school type before      | 1.8276         | 1.5298          | 2.14    | 0.037   |
| Relocated from a category A school    | 1.9048         | 1.5399          | 2.35    | 0.024   |
| Classroom teacher before relocation   | 1.8947         | 1.5313          | 2.76    | 0.007   |
| AST3 before relocation                | 1.0465         | 1.5313          | -4.62   | 0.000   |
| Classroom teacher after relocation    | 1.8767         | 1.5329          | 2.55    | 0.013   |
| AST3 after relocation                 | 1.1765         | 1.5329          | -2.74   | 0.010   |

Teachers who entered teaching due to a positive attraction, as compared to a negative attraction, were more likely to experience an overall growth in quality of teaching because they perhaps were more committed to teaching. Teachers who were at the novice end of the novice to expert continuum, as compared to the expert end, were more likely to experience an overall growth in quality of teaching because they had more 'room to grow'. Teachers who relocated voluntarily or had control over the transfer process, as compared to those who relocated involuntarily or lacked control over the transfer process, were more likely to experience an overall growth in quality of teaching because they were prepared for change and challenge. Accordingly, one survey respondent commented:

... it is overwhelmingly evident that teachers perform better if they are happy about their move to a new school and want to transfer. (63)

Teachers who agreed they were less stressed or had a positive relocation experience, as compared to those who disagreed they were less stressed or had a negative relocation experience, were more likely to experience an overall growth in quality of teaching because they were better able to face challenges and learn from their experience. Teachers who received adequate support, as compared to those who did not, were more likely to experience an overall growth in quality of teaching because they were assisted in settling in at their new school. Teachers who experienced a sharp drop in quality of teaching upon relocation, as compared to those who experienced no drop, were less likely to experience an overall growth in quality of teaching because they had further ground to cover before improving their original quality of teaching. Teachers who had taught in their previous school for many years, as compared to only a few years, were less likely to experience an overall growth in quality of teaching because they were less accustomed to coping with change. Teachers who changed grade levels or positions, as compared to those who did not, were more likely to experience an overall growth in quality of teaching because they were open to new experiences and challenges. Teachers who relocated from a category A school were more likely to experience an overall growth in quality of teaching because they relocated from a difficult-to-staff school. Teachers who relocated from a district high school or college, or relocated to a high school were less likely to experience an overall growth in quality of teaching because high schools were less preferred or larger.

The data in Table 5.4 (see page 162) indicate there was a very strong correlation between drop in quality of teaching upon relocation and overall change in quality of teaching. Those teachers who did not experience a drop in quality of teaching upon relocation and may, in fact, have experienced a rise were most likely to be those who experienced an overall growth in quality of teaching (eg, William). In comparison, those teachers who did experience a sharp drop in quality of teaching upon relocation were most likely to be those who experienced an overall decline in quality of teaching. A sharp or slight drop in quality of teaching upon relocation is referred to here as a performance dip.

Many teachers experienced a performance dip upon relocation. In response to question B8, 30 percent of survey respondents and one case study participant (Dave) indicated a *slight* drop in quality of teaching upon relocation, whilst 32 percent of survey respondents and five case study participants (Ian, Jonathon, Norman, Peter and Richard) indicated a *sharp* drop in quality of teaching upon relocation (variable Drop). Thirty-two percent of survey respondents and one case study participant (William)

indicated no change or a rise in the level of teaching quality immediately upon relocation.

Those case study participants who experienced a sharp drop, except for Jonathon, were those who were observed to retrogress in their teaching upon relocation. Jonathon indicated a sharp drop initially even though he also indicated in interview his overall quality of teaching had not changed upon relocation, probably because his quality of teaching did drop sharply in at least some of the sub-dimensions of the model of the high quality teacher—that is, relationships and practical knowledge. Jonathon was reinvigorated in his teaching upon relocation to Mudlark High School, but initially found it difficult establishing relationships and working out how the school operated.

Drop in quality of teaching upon relocation also correlated with change in quality teacher status (variable QualChng) ( $r=-0.1738$ ,  $p=0.002$ ). That is, relocated teachers who indicated a change in quality teacher status were more likely to be those who experienced a sharp drop in quality of teaching upon relocation, while those who did not indicate a change in quality teacher status were more likely to be those who experienced no drop in quality of teaching upon relocation.

The performance dip was due mainly to the teachers' need to re-establish themselves in their new school and learn the routines and culture of that school, and was affected by their attitude and experience. Survey respondents were more likely to experience a sharp drop in quality of teaching upon relocation if they entered teaching due to a casual attraction, were at the expert end of the novice to expert continuum prior to relocation, relocated involuntarily, disagreed they were less stressed, lacked control over the transfer process, had a negative relocation experience, did not receive adequate support, were male, relocated to a high school, had taught in their previous school for many years, held the position of AST3 before or after relocation, did not change grade levels, changed subject areas, experienced a narrowing of roles and responsibilities, or changed school and teaching contexts (see Tables 5.6 and 5.7). In comparison, survey respondents were more likely to experience no drop in quality of teaching upon relocation if they entered teaching due to a positive attraction, were at the novice end of the novice to expert continuum prior to relocation, relocated voluntarily, agreed they were less stressed, had control over the transfer process, had a positive relocation experience, received adequate support, were female, relocated from a primary school, relocated to a primary school or senior secondary college, relocated from a category A school, had taught in their previous school for only a few years, held the position of teacher before or after relocation, changed grade levels, did not

change subject areas, experienced a broadening of roles and responsibilities, or did not change school and teaching contexts (see Tables 5.6 and 5.7).

**Table 5.6:** Pearson’s correlation statistics for survey respondents—drop in quality of teaching upon relocation (none–sharp) with other variables.

| Variable (range)  | r value | p value |
|---|---------|---------|
| Reason for entering teaching (casual–positive attraction) | -0.1331 | 0.015   |
| Level of expertise prior to relocation (novice–expert)    | 0.1732  | 0.002   |
| Reason for relocation (involuntary–voluntary)             | -0.3071 | 0.000   |
| Less stressed (SD–SA)                                     | -0.4687 | 0.000   |
| Had control over transfer process (SD–SA)                 | -0.1238 | 0.032   |
| Relocation experience (negative–positive)                 | -0.5957 | 0.000   |
| Support received (not adequate–adequate)                  | -0.3956 | 0.000   |
| Years taught in previous school (1–5 – >25)               | 0.1967  | 0.000   |
| Change in grade level (same–different)                    | -0.1179 | 0.033   |
| Change in subject area (same–different)                   | 0.1178  | 0.032   |
| Change in roles and responsibilities (narrowed–broadened) | -0.1670 | 0.002   |
| Change in context (same–different)                        | 0.1601  | 0.005   |

**Table 5.7:** One sample t-test results for survey respondents—drop in quality of teaching upon relocation with other variable components.

| Component                           | Component Mean | Population Mean | t value | p value |
|-------------------------------------|----------------|-----------------|---------|---------|
| Male                                | 1.2114         | 0.9970          | 3.000   | 0.003   |
| Female                              | 0.8738         | 0.9970          | -2.19   | 0.029   |
| Relocated from a primary school     | 0.7821         | 1.0000          | -3.48   | 0.001   |
| Relocated to a primary school       | 0.7987         | 0.9970          | -3.21   | 0.002   |
| Relocated to a high school          | 1.4324         | 0.9970          | 5.87    | 0.000   |
| Relocated to a college              | 0.5714         | 0.9970          | -3.26   | 0.003   |
| Relocated from a category A school  | 0.7143         | 1.0000          | -2.39   | 0.021   |
| Classroom teacher before relocation | 0.6579         | 0.9940          | -3.96   | 0.000   |
| AST3 before relocation              | 1.4186         | 0.9940          | 3.81    | 0.000   |
| Classroom teacher after relocation  | 0.6712         | 0.9910          | -3.66   | 0.000   |
| AST3 after relocation               | 1.3824         | 0.9910          | 2.93    | 0.006   |

The reasons for the above associations were similar to those for overall change in quality of teaching. Interestingly, however, in this case sex was a differentiating factor—male teachers were more likely to experience a sharp drop in quality of teaching upon relocation and female teachers are more likely to experience no drop. Possible reasons for this are that female teachers were more accustomed to change and relocation. For example, many femaly teachers take time off from work to bear children and often return to work at a different school; and prior to the introduction of the Transfer Policy, anecdotal evidence indicates female teachers were more likely to be relocated than male teachers.

Although drop in quality of teaching upon relocation did not correlate with time of relocation, Peter believed his drastic drop in quality of teaching upon relocation was partly due to his being relocated during the school year. As he commented:

Some of these problems happening now wouldn't have happened if I had started here at the start of a year, either next year or this year. (Peter, 17/7/95)

Relocated teachers often recognised this dip in performance upon relocation to their new school. For example, prior to relocation, Peter expressed a belief his teaching initially would retrogress when he was relocated to Echidna High School. He believed it would take time to re-establish the performance level at which he operated at Koala High School.

I'm fairly confident I'll be able to manage the teacher role, but I think I'll get worse to start with. There will be a little bit of take-up time there while I build relationships with the kids and work out the school structures. I think I'll spend more time on low level tasks ... Just getting used to what the actual routines of the place are, and less time on high level tasks which I regard as dealing with the kids' learning. (Peter, 10–11/5/95)

After relocation, Peter commented on the reality of this performance dip.

I've had to adjust my expectations. I suppose I thought I was going to be wonderful, but I'm not, with the classes, as a first move as a teacher ... it's probably the least effective term I've had in my whole career ... Even when I was a first year teacher ... I reckon I was offering nearly a Rolls Royce education where I was before. Because I'd been there for so long and was so well entrenched and I didn't have to go through a lot of the hassles of building relationships because kids sort of knew my expectations early. The discipline wasn't a problem in the room. Then the other main aspect of teaching, the preparation was done. It fitted the context, it fitted the resources of the school and stuff. All my preparation fitted that. And so, I had individual kids making meaning and moving forward, making their own progress at their own individual level ... I'm not achieving any of that much at the moment in this place. My planning doesn't fit the context. My resources don't fit the context of the school, so much. My ideas don't fit the resources so much. It's hard to find things to use that fit exactly what you want to do. I spend a lot of time on those low level tasks, going around finding things that I can just use to even keep the kids busy. (Peter, 5/9/95)

This sharp drop in quality of teaching upon relocation impacted on Peter's overall quality of teaching. Even though Peter learnt and grew from the relocation experience, by the beginning of the following school year (1996) he only had regained lost ground, not improved his quality of teaching.

Comments from other relocated teachers about the dip in performance upon relocation included:

Upon relocation experienced a setback until regained rapport with students and re-established effectiveness. (26)



- Upon relocation there was a dreadful drop in my effectiveness ... (30)
- Upon relocation there was a gradual dip in performance which is beginning to be regained. (48)
- Upon relocation big drop in teaching effectiveness. Gradual improvement with a few hiccups along the way. (55)
- After relocation little satisfaction, high stress (gradual decline in quality after initial sharp drop). (72)
- Upon relocation quality decreased initially at a fast rate, then tapered off to a slow decline going into a low plateau. (95)
- Upon relocation there was an initial period of readjustment to a different grade level, etc. (144)
- Relocation is always difficult (a setback of at least 1 year professionally) but may be positive in the long term as it has been with me this time. (428)
- Floundered for a while until found feet in new situation. (576)
- The first couple of weeks for a couple of reasons were very difficult, probably the first month. (Norman, 24/5/96)
- It [quality of teaching] certainly went down to a great degree because of the big differences in ... what you're supposed to be teaching and who you're supposed to be teaching it to. But I suspect it will come back again ... I think ... I was a lot better this term. (Richard, 13/12/96)

These comments indicate the drop in quality of teaching upon relocation was not necessarily permanent. For most teachers, their initial loss of quality was regained over time. As mentioned previously, for some of these teachers, their quality of teaching was enhanced as a result of the relocation. Yet, for a small minority of teachers, the level of their quality of teaching before relocation was never regained after relocation.

The questionnaire also asked relocated teachers to self-rate their overall level of expertise as a teacher on a continuum from novice to expert both prior to and subsequent to relocation (the reliability of these responses is discussed in Appendix M from page 379). Table 5.8 shows the percentage frequencies of survey responses for self-ratings of overall level of expertise before and after relocation.

**Table 5.8:** Percentage frequencies of survey responses (n=360)—overall level of expertise on a continuum from novice to expert.

| Overall Level of Expertise | Novice | Advanced Beginner | Competent | Proficient | Expert |
|----------------------------|--------|-------------------|-----------|------------|--------|
| Before Relocation          | 0      | 1                 | 14        | 65         | 20     |
| After Relocation           | 2      | 9                 | 23        | 52         | 14     |

The data in Table 5.8 indicate the majority of teachers rated themselves as proficient prior to and subsequent to relocation. Similarly for the case study participants—see Table 5.9.

The data in Table 5.9 indicate mainly similarities between case study participants’ self-ratings on the pilot survey and the self-ratings questionnaire, which they completed at least six months prior to the pilot survey. It is interesting to note Peter rated himself as advanced beginner after relocation on the self-ratings questionnaire in February 1996, but proficient after relocation on the pilot survey in February 1997, thus confirming the observation his overall quality of teaching improved during this time after relocation subsequent to an initial, dramatic dip in performance.

**Table 5.9:** Case study participants’ responses to self-ratings questionnaire and pilot survey (n=7)—overall level of expertise on a continuum from novice to expert.

| Case Study Participant | Self Ratings Questionnaire |                   | Pilot Survey |                   |
|------------------------|----------------------------|-------------------|--------------|-------------------|
|                        | Before                     | After             | Before       | After             |
| Dave                   | Proficient                 | Proficient        | Proficient   | Proficient        |
| Ian                    | Proficient                 | Proficient        | Proficient   | Competent         |
| Jonathon               | Competent                  | Competent         | Proficient   | Proficient        |
| Norman                 | Expert                     | Competent         | Expert       | Competent         |
| Peter                  | Proficient                 | Advanced Beginner | Proficient   | Proficient        |
| Richard                | Proficient                 | Advanced Beginner | Expert       | Advanced Beginner |
| William                | Expert                     | Expert            | Expert       | Expert            |

The data in Table 5.9 also indicate Ian, Norman, Peter and Richard considered their quality of teaching retrogressed to some degree upon relocation, with the change being greatest for Richard who relocated from a college to a high school. These self-ratings matched with observations. Table 5.10 shows the differences in overall level of expertise for survey respondents before and after relocation.

**Table 5.10:** Percentage frequencies of differences in survey responses (n=360)—overall level of expertise before and after relocation.

| Difference | -4 | -3 | -2 | -1 | 0  | 1 | 2 | 3 | 4 |
|------------|----|----|----|----|----|---|---|---|---|
| Percentage | 0  | 2  | 11 | 15 | 68 | 3 | 1 | 0 | 0 |

The data in Table 5.10 indicate the majority of survey respondents considered their overall level of expertise (variable A3iDiff) did not change upon relocation. However, 28 percent of survey respondents felt it retrogressed and only four percent felt it improved. These responses correlated with change in quality teacher status (variable QualChng) ( $r=0.7298$ ,  $p=0.000$ ), drop in quality of teaching upon relocation (variable Drop) ( $r=-0.3454$ ,  $p=0.000$ ) and overall change in quality of teaching (variable Change) ( $r=0.2875$ ,  $p=0.000$ ). That is, those teachers who indicated a negative

change in level of expertise were more likely to have changed quality teacher status (ie, from high to low quality teacher), experienced a sharp drop in quality of teaching upon relocation and experienced an overall decline in quality of teaching, while those who indicated a positive change in level of expertise were more likely to not have changed quality teacher status, experienced a slight drop or no drop in quality of teaching upon relocation and experienced an overall growth in quality of teaching.

Further analysis of the survey data indicated survey respondents were more likely to self-rate a negative difference in overall level of expertise if they rated themselves at the expert end of the novice to expert continuum prior to relocation, relocated involuntarily, disagreed they were less stressed, had a negative relocation experience, did not receive adequate support, relocated from a senior secondary college, relocated to a high school, had taught in their previous school for many years, or held the position of AST3 before relocation (see Tables 5.11 and 5.12). In comparison, survey respondents were more likely to self-rate a positive difference in overall level of expertise if they rated themselves at the novice end of the novice to expert continuum prior to relocation, relocated voluntarily, agreed they were less stressed, had a positive relocation experience, received adequate support, had taught in their previous school for only a few years, or held the position of AST2 before relocation (see Tables 5.11 and 5.12).

**Table 5.11:** Pearson’s correlation statistics for survey respondents—difference in overall level of expertise (-4 – +4) with other variables.

| Variable (range)   | r value | p value |
|--|---------|---------|
| Level of expertise prior to relocation (novice–expert)   | -0.2684 | 0.000   |
| Reason for relocation (involuntary–voluntary)            | 0.1490  | 0.005   |
| Less stressed (SD–SA)                                    | 0.3481  | 0.000   |
| Relocation experience (negative–positive)                | 0.3638  | 0.000   |
| Support received (not adequate–adequate)                 | 0.2363  | 0.000   |
| Drop in quality of teaching upon relocation (none–sharp) | -0.3454 | 0.000   |
| Overall change in quality of teaching (decline–growth)   | 0.2875  | 0.000   |
| Years taught in previous school (1–5 – >25)              | -0.1228 | 0.023   |

**Table 5.12:** One sample t-test results for survey respondents—difference in overall level of expertise with other variable components.

| Component                  | Component Mean | Population Mean | t value | p value |
|----------------------------|----------------|-----------------|---------|---------|
| Relocated from a college   | -1.0417        | -0.3718         | -3.15   | 0.004   |
| Relocated to a high school | -0.6161        | -0.3707         | -2.73   | 0.007   |
| AST2 before relocation     | 0.0000         | -0.3710         | 3.80    | 0.002   |
| AST3 before relocation     | -0.6957        | -0.3710         | -2.47   | 0.017   |

Once again, reasons for these associations were similar to those for overall change in quality of teaching (see page 162).

In agreement with these findings for the survey respondents, as mentioned previously, Richard was the case study participant who experienced the largest negative change in level of expertise upon relocation and he relocated from a college to a high school. He also relocated involuntarily, was more stressed, had a negative relocation experience, experienced a sharp drop in quality of teaching upon relocation, and had taught in his previous school for 14 years. The correlation between difference in overall level of expertise (variable A3iDiff) and drop in quality of teaching upon relocation (variable Drop) also held for the case study participants, except for Jonathon who indicated a sharp drop, but no change in overall level of expertise. As mentioned previously, the sharp drop may have been due to the fact he experienced a large change in level of expertise in two of the sub-dimensions of the prototype of the high quality teacher (ie, relationships and practical knowledge), but not a large drop in the others. Each of the dimensions and sub-dimensions of the prototype of the high quality teacher were affected to different degrees upon relocation, thus affecting overall quality of teaching for each relocated teacher. The impact of relocation on the dimensions and sub-dimensions of the high quality teacher are discussed in the following sections.

## **Knowledge**

Upon relocation to a new school, teachers were required to pick up a wide range of new knowledge thoroughly and quickly. Teachers needed this new knowledge in order to be able to function at a quality level in their new school and so minimise any retrogression in quality of teaching. This new knowledge encompassed subject area content and curriculum knowledge, pedagogical knowledge, and knowledge of the school and its community.

### **Content and Curriculum Knowledge**

For many teachers who had to pick up new subject areas, or to teach a subject area at a different grade or ability level (see Chapter 4, Changes in Context from page 96) there was a need to develop new content and curriculum knowledge of that subject. For survey respondents, difference in level of curriculum and content knowledge expertise (variable A3iiDiff) correlated significantly with change in grade level (variable ChngGrd) ( $r=-0.1818$ ,  $p=0.001$ ) and change in subject area (variable ChngArea) ( $r=-0.1424$ ,  $p=0.008$ ). That is, teachers whose knowledge of content and curriculum retrogressed upon relocation were likely to have changed grade level and/or subject area. For example, one survey respondent commented:

The change to a subject area that I had undertaken twenty years previously has resulted in much study to catch up with the vast changes since that time! (246)

Relocated teachers were asked to rate their level of expertise for knowledge of curriculum and content both before and after relocation—18 percent of survey respondents and five case study participants (Ian, Jonathon, Norman, Richard and William) indicated a decrease in their level of expertise for curriculum and content knowledge, while seven percent of survey respondents and no case study participants indicated an increase. Thus, a few teachers had already learnt new curriculum and content knowledge at the time of the survey, but approximately one-fifth of relocated teachers recognised they had more learning to do.

The factor Teacher Knowledge on the CE surveys provided student ratings of case study participants' knowledge of content and curricula (see Appendix Q from page 438 for an in-depth analysis of these results). Generally, students' responses on the CE survey for the factor Teacher Knowledge corresponded with teachers' comments and observations. Dave's knowledge of content and curriculum decreased after relocation; Ian's knowledge of content and curriculum decreased upon relocation then increased after relocation; Jonathon's knowledge of content and curriculum remained steady throughout; Norman's knowledge of content and curriculum decreased upon relocation then levelled out; Peter's knowledge of content and curriculum decreased upon relocation but increased the following year; Richard's knowledge of content and curriculum decreased upon relocation then increased after relocation; and William's knowledge of content and curriculum increased upon relocation then decreased after relocation.

Some teachers, more than others, found learning this new knowledge difficult, with the result the teacher often was just one lesson ahead of the class—that is, they were what Sanders et al (1993) termed teacher-learners. For example, case study participants commented:

... the applied maths, I just haven't done that for a long period of time ... I can do the work okay, but I've just got to make sure I'm ahead of my kids.  
(Norman, 24/5/96)

I've spent a lot of evenings marking, studying, getting myself up to scratch with the level of teaching I have to do, because it's mostly pre-tertiary ... A lot more planning, a lot more preparation ... I'm preparing at a level where I've got to learn a fair bit of the work for the particular class before I go in and at the end of the class often I'm reaching my limit at the time I leave, so I have to learn the next stage of the work and make notes.  
(William, 23/5/96)

Thus, teaching in a new content area impacted on quality of teaching. For example, Norman commented:

At times there you're just not sure, going through something the first time. I know I could have delivered a better athletic development

program, but you don't know that until you've finished it ... and I'm sure ... I could deliver the applied maths probably better also. (Norman, 4/12/96)

Unfamiliarity with content was not only associated with subject areas. For example, one survey respondent commented:

I was using my extensive knowledge of Macs to run the school's network. Now I'm in a school with only PC's. (483)

Similarly, Jonathon, who upon a previous relocation was asked to manage a subject area where his content and curriculum knowledge was limited, found it difficult.

I had to organise the maths area as well, and I didn't know much about maths, but then I was supposed to because I had a physics degree, so I'd know all about maths wouldn't I? So that was difficult, that was difficult, but, after a while I quite enjoyed that too. (Jonathon, 13/12/95)

Teachers newly arrived at a school often were unfamiliar with the curriculum outlines for the courses they were required to teach in their new school. For example, Ian commented:

I haven't got any control over the curriculum in terms of what I teach, especially in science. I've found that fairly prescriptive compared to what I've been used to and so I was teaching things that I was unfamiliar with. (Ian, 17/12/96)

These teachers often found it difficult to determine what their students had learnt in previous years in the subjects they taught them, and thus, what was their current level of knowledge. Dave reflected on a systematic approach to curriculum design at Potoroo High School which would have given him an understanding of student knowledge at Wallaroo High School.

I'd like the system at Potoroo we had where ... everything was virtually unitised and so all the grade 7s do the same thing virtually. Well, there was a core for the grade 7s to do and there was a core for the grade 8s to do and if someone new came in you could just give them a folder and you could say, "Look this is what we've done for the last couple of years, this is what the grade 7s have done," so they could see what follows on. There's none of that here. (Dave, 8/5/96)

For William, unfamiliarity with the curriculum meant he did not know how to pace his progress through his courses, especially physics—as he commented:

But within your teaching of your class it's just hard, fairly fast and non-stop because you've got to work through these pre-tertiary courses rapidly, and even already I'm a little bit behind in at least one of them, compared with the other teachers ... Because I haven't taught them before I'm not really sure of the pace, you've got to keep in touch with the courses and the criteria and just know what you're getting through as you go along, that's all part of it. (William, 23/5/96)

In the long run, however, teaching out of area could be beneficial to relocated teachers' quality of teaching as they broadened their knowledge base. For example, one survey respondent commented:

Forced to teach completely out of area may be turning out to be a 'blessing in disguise'. (449)

Alternatively, some relocated teachers were able to improve their quality of teaching upon relocation because they were allocated classes within their expertise. For example, one survey respondent commented:

Relocation has given me the opportunity to concentrate my expertise in one area—an area of personal strength and high interest. (492)

Thus, changes in grade levels and subject areas taught often required new content and curriculum knowledge to be learnt. Many teachers found this difficult, if only initially.

### **Pedagogical Knowledge**

To teach new subjects and grades at a quality level, many teachers also needed to develop new pedagogical knowledge, particularly pedagogical content knowledge (see Chapter 2, Knowledge Base from page 52). For example, case study participants commented:

... in terms of how long it takes kids to do various bits and pieces, I'm still to a certain extent coming to grips with that. (Dave, 8/5/96)

When you're teaching something you haven't taught for such a long time you really don't know the difficulties that kids are going to have and that ... just makes it more difficult I think. (Richard, 9/5/96)

Relocated teachers were asked to rate their level of expertise for knowledge of pedagogy both before and after relocation—14 percent of survey respondents and three case study participants (Ian, Norman and Richard) indicated a decrease in their level of expertise for pedagogical knowledge, while eight percent of survey respondents and one case study participant (Peter) indicated an increase. Thus, a few teachers had already learnt new pedagogical knowledge at the time of the survey (eg, Peter), and some teachers recognised a need to do so. For example, one respondent commented:

The relocation has forced me to look at teaching practices, particularly those in the affective areas. (169)

Relocated teachers particularly needed to learn new pedagogical knowledge if they changed school category (eg, from a non-category A/B school to a category A school)—change in school category (variable ChngCat) correlated significantly with difference in level of pedagogical knowledge expertise (variable A3iiiDif) ( $\rho=0.1512$ ,  $p=0.005$ ). For example, category A schools (eg, Pademelon HS) often

had a more progressive teaching philosophy than non-category A/B schools (eg, Cassowary HS), and survey respondents who indicated their teaching had become more progressive since relocation were more likely to have relocated to a category A school (see Chapter 4, Changes in Approach to Teaching from page 133).

Thus, teachers who changed school category, and others, broadened their knowledge of teaching strategies in order to improve their teaching at their new school so as to better suit their new students and the school. For example, case study participants commented:

In many respects over the last five or six years ... while ... I spent a lot of time counselling and working my skills up there, I think I've missed out on picking up skills on delivery, of teaching in the classroom skills ... cooperative learning and those types of things. So one of my aims this year is to do more in that way. (Norman, 24/5/96)

You've really gone from ... a very teacher-centred place in most cases in colleges ... to where the kids are usually working by themselves at their own pace for most of the time and I'm sort of trying to help them on a one to one basis. So that's a big emphasis, there's change there. You need to be a ... lot more about how the class is going ... activities and structures and just a bit of variety and etcetera. (Richard, 9/5/96)

Furthermore, before relocation, Richard commented:

One of the things I dislike here [Thylacine College] is the pressure to get through a set amount of work given a deadline, get kids through a three hour exam. That puts on a lot of pressure. It limits what you can do in terms of how you teach it and the variety of teaching skills that you can implement. So in that respect I think there's not that pressure in high schools, there are no set syllabuses to get through. So in that respect I think I'll probably be able to teach a bit more how I think the subject should be taught, in terms of certainly making it as interesting as possible to students ... Hopefully I'll broaden my teaching styles somewhat. Hopefully. (Richard, 30/11/95)

Accordingly, difference in level of pedagogical knowledge expertise (variable A3iiiDif) correlated significantly with willingness to try new ideas (variable B4ie) ( $r=0.1969$ ,  $p=0.000$ ). That is, survey respondents who indicated a negative change in level of pedagogical knowledge expertise were more likely to disagree their willingness to try new ideas increased upon relocation to their new school, while survey respondents who indicated a positive change in level of pedagogical knowledge expertise were more likely to agree their willingness to try new ideas increased upon relocation to their new school (see Chapter 4, Changes in Approach to Teaching from page 133 for further discussion on willingness to try new ideas).

Relocation to a new school and the subsequent dealings with new colleagues often exposed teachers to new pedagogies. For example, relocated teachers commented:



It allowed me to broaden my professional relationships and therefore pick up new ideas. (317)

... moving into a bigger school, you've got twice as many people teaching science as were doing at Potoroo and being at Potoroo for 12 years the other three main science people were there for also 12 years and pushing 20 years. So, we got to a stage where we were happy with what we were doing and we were doing that over and over and over again. And going into a school where things were being done differently and people were using different resources, you start to see yep, oh, that's something I could use, or no, I like the other way better. So, that's good, that's got its pluses. (Dave, 8/5/96)

Thus, teachers changed or recognised the need to change their teaching practices upon relocation and this involved learning new pedagogical knowledge. This was particularly true for relocated teachers who had a different student culture to accommodate. In addition, for many teachers, their knowledge of pedagogy enabled them to cope with relocation, at least initially (eg, they reverted to 'tried and true' practices—see Chapter 4, *Changes in Approach to Teaching* from page 133), while they learnt new content and curriculum knowledge, and new practical knowledge.

### **Practical Knowledge**

Practical knowledge is the sub-dimension in which most change occurred for relocated teachers. Practical knowledge refers to teachers' knowledge of the school—its philosophy, environment, culture, politics, procedures, staff, students, resources, etc. Most teachers lacked practical knowledge of their new school when they first began teaching there. They were not familiar with the school's routines, procedures or policies; and many teachers had to pick up this knowledge 'on the run'. For example, when asked how good was his knowledge of all the policies and procedures within the school now, Ian replied:

Still not brilliant ... I mean after seven years at Pademelon you knew ... the procedures and you knew how things worked, not just from an administrative point of view, but school politics, which I think is a big thing ... you knew who knew what and you knew who to go and see if you wanted something ... but here I'm still a little bit of a ... novice. (Ian, 17/12/96)

Accordingly, the one professional area where all case study teachers indicated they experienced a decrease in level of expertise was with respect to their practical knowledge of the school, with two teachers, Ian and Richard, indicating a change in level from Expert to Novice. Similarly, 51 percent of survey respondents indicated a decrease in their level of practical knowledge expertise, while 18 percent indicated an increase (variable A3ivDiff). Thus, over half of the survey respondents recognised a lack of practical knowledge of their new school but some had already gained this new knowledge at the time of the survey.

Not understanding the culture of the school and its students made settling in problematic for teachers.

The feeling of starting again to get to know a school and its community is overwhelming. (6)

I am still discovering things I didn't know. (114)

Hardest thing was to learn the routines, procedures, children's names/background, rapport with parents, traditions/culture of the school ... (217)

Due to being part time I miss out on some knowledge of routines etc on days I don't work. (425)

I still don't know their names. I find I'm hopeless with names, and I guess one advantage about being here is that roughly half of the kids are girls, so I'm not calling Mary Johnny. But yeah, I still find that I'm having difficulty learning names... 10 weeks into the term there's no way known I'm going to learn sort of like 200 faces and names. (Dave, 8/5/96)

I'm still not as comfortable here ... there's still routines that I don't know, still staff I don't know ... yeah, not really comfortable here yet. (Ian, 7/5/96)

I wasn't quite tuned in to how the structure of the school operated ... Just by listening to people, you occasionally pick up a snippet like that and it helps you change what you're doing or gives you a line of inquiry that you weren't sure about before, or informs you about some resources you didn't know existed or something like that. You've got to keep listening I think. You can't absorb all the information that you're supposed to start off with, so you just do the things you have to do to start with and just keep listening when people say other things that sometimes help. (Peter, 5/9/95)

Coming to terms with the new school which is very different from where you were before; that also makes things difficult. (Richard, 9/5/96)

Incoming teachers also lacked knowledge of the students and staff at their new school. Before establishing suitable teaching and management strategies and beneficial relationships, teachers needed to become familiar with their students. Not knowing the students and staff was problematic for some teachers.

Despite a huge folder full of school policies, my new school did NOT have one dealing with orientation of 20-25 percent new staff. Four weeks in[to] Term 1 was the first social function to get to know the other staff and parents. I knew many parents' names, backgrounds, etc months before I got to know school staff. No name tags on staff at any stage!! (555)

Because you know nothing about the students and nothing about the staff, you're going into situations blind. (Dave, 8/5/96)

I find that very stressful, not knowing the kids ... that's the biggest difficulty, not knowing the kids. (Jonathon, 27/5/96)

I haven't quite sussed out exactly where everyone fits yet and it's hard to see how you can move forward until you find out where everyone's at, I think, so that makes it a bit difficult. (Peter, 17/7/95)

Relocated teachers were unfamiliar with students' names, which made behaviour management a more difficult task, especially immediately after relocation.

Getting to know names has been a big hassle at the beginning of the year ... I think that was the biggest, biggest hassle really, and probably the thing I was most worried about in terms of walking into a class where kids don't know you and you don't know them ... you had people that were going to test you every lesson. That tends not to happen as much now. (Dave, 20/11/96)

You don't know their names and it's so much easier when you know their names that you can call out their name and tell them to do one thing and another instead of having to try and remember what it is and then if they're making too much noise you think, "Oh blow it, I can't think of their name, I can't be bothered getting up and going down there, I'll just let it go." But once you know their name you can call out from the front and it's much more specific discipline rather than this ... not knowing individual names then discipline the whole class, get them all to stop and listen to what I'm saying. (Ian, 7/5/96)

Jonathon says to the class he wishes he knew the students' names so he could discipline some students directly instead of yelling at the whole class. (Mudlark HS, 19/2/96)

As stated in Chapter 4 (see *Settling In* from page 126), 62 percent of survey respondents took more than one term to learn the routines and procedures at their new school, part of the practical knowledge of their new school, while 42 percent took one year or more, even though research has suggested relocated teachers cope with the changes and adjust to their new school context by quickly gaining practical knowledge (Guerin, 1985; Plumb, 1995). Comments from relocated teachers included:

After one term I do not yet feel totally settled in, being unsure of school rules/protocol and resource allocation. (522)

... there are lots of things I don't know at the moment in terms of things like subjects that are offered from say grade 8 to grade 9 whereas I knew that at Potoroo ... certainly there would be some things that would come up that I'll learn between now and when I leave the place ... so I guess my knowledge of policies and what goes on, the first time you come across it you don't know that's going on. So when grade 10s have their week of activities next week, now if I was at Potoroo I'd know virtually what was going on, whereas here I have no idea ... when the need comes to know it I guess I'll go and find out. (Dave, 20/11/96)

Science teachers also needed to learn their way around a new laboratory preparation area. For example, case study participants commented:

... at Potoroo I was very comfortable where everything was so that if the lab technician wasn't there it was very easy for me to go and grab something ... I knew where everything was. Here everything's sort of

squashed into little nooks and crannies all over the place ... that'll probably take a year or two to get to know where things are. (Dave, 20/11/96)

Science is an interesting one too with equipment and the prep room ... I was so familiar there [Pademelon HS] that you didn't feel guilty about walking out of a room and going into the prep room to get something and leaving the class ... because you knew the lab tech and knew where everything was, you knew you could walk out for two minutes and go and find something and you'd probably had to spend less time planning something because you thought, "Oh well, I won't need to ask the lab tech for that because I know it's there and I'll just go and get it when I need it." Whereas here I tend to feel, "God, I'm not sure whether we've got that and if we have you need to give the lab tech plenty of notice about what you're doing and that so I find that a bit of a hassle. I need to be more organised and I'm not doing that very well. (Ian, 7/5/96)

Thus, all relocated teachers had to learn practical knowledge of their new school and its community. Until this was learnt, quality of teaching could not be guaranteed.

Overall, many teachers had to learn new content and curriculum knowledge, new pedagogical knowledge and, in particular, new practical knowledge upon relocation to their new school. In many cases this impacted on their ability to quickly adapt to their new environment and thus affected their quality of teaching. Overall change in quality of teaching (variable Change) correlated significantly with difference in level of content and curriculum knowledge expertise (variable A3iiDiff) ( $r=0.2131$ ,  $p=0.000$ ), difference in level of pedagogical knowledge expertise (variable A3iiiDif) ( $r=0.2772$ ,  $p=0.000$ ), and difference in level of practical knowledge expertise (variable A3ivDiff) ( $r=0.2574$ ,  $p=0.000$ ). That is, relocated teachers who experienced an increase in level of knowledge expertise were more likely to experience an overall growth in quality of teaching. In comparison, relocated teachers who experienced a decrease in level of knowledge expertise were more likely to experience an overall decline or no change in quality of teaching.

Similarly, change in quality teacher status (variable QualChng) correlated significantly with difference in level of pedagogical knowledge expertise ( $r=0.1379$ ,  $p=0.011$ ) and difference in level of practical knowledge expertise ( $r=0.1151$ ,  $p=0.035$ ), but did not correlate significantly with difference in level of content and curriculum knowledge expertise ( $r=0.0210$ ,  $p=0.700$ ). Thus, survey respondents who experienced an increase in level of pedagogical or practical knowledge expertise were more likely to experience no change in teacher quality status, while survey respondents who experienced a decrease in level of pedagogical or practical knowledge expertise were more likely to experience a change in teacher quality status from high quality teacher to low quality teacher.

Furthermore, drop in quality of teaching upon relocation (variable Drop) correlated significantly with difference in level of content and curriculum knowledge expertise ( $r=-0.2815$ ,  $p=0.000$ ), difference in level of pedagogical knowledge expertise ( $r=-0.3718$ ,  $p=0.000$ ), and difference in level of practical knowledge expertise ( $r=-0.3587$ ,  $p=0.000$ ). That is, relocated teachers who experienced an increase in level of knowledge expertise were more likely to experience no drop in quality of teaching upon relocation. In comparison, relocated teachers who experienced a decrease in level of knowledge expertise were more likely to experience a sharp drop in quality of teaching upon relocation.

Thus, the need for teachers to learn new knowledge upon relocation impacted negatively on their quality of teaching, at least in the short term. In the long term, for teachers who learnt new knowledge, it enhanced their quality of teaching.

## Skills

The new knowledge teachers gained due to relocation in many cases informed their teaching. New knowledge of content and curriculum and pedagogies changed pedagogical practices; new knowledge of school culture changed management practices; and acquiring knowledge resulted in increased reflection. The changes in pedagogical, management and reflection/problem solving skills for teachers due to relocation are discussed in the following sections.

## Pedagogy

Pedagogy incorporates those aspects of teachers' work to do with planning and preparation, teaching strategies, lesson delivery and assessment. These all were affected by relocation for some teachers, either positively or negatively. For example, case study participants commented:

... the effectiveness of them [teaching strategies] would be different I guess. (Ian, 17/12/96)

I just teach more to the course, I teach more to what's written down. And it's made me have to prepare more, and because I've prepared more I'm less flexible in what I actually do in the classroom, because instead of going in with an open mind ... and just going with the flow and being really free form ... I actually had to try and ... cover the stuff that I've prepared for. So it's made me more rigid in my teaching. (Jonathon, 27/5/96)

It's changed because you concentrate a hell of a lot more on ... your teaching techniques, your methodologies, and you probably evaluate yourself a lot more after every lesson, rather than every now and again, in an effort to improve. (William, 4/12/96)

As foreshadowed previously (see Pedagogical Knowledge from page 173), some teachers tried different teaching strategies in order to adapt to the culture of their new

students and implement quality teaching (see Chapter 4, Changes in Approach to Teaching from page 133 for further discussion of changes in teaching approaches). For example, Peter commented two days after relocation:

Like yesterday, I was shell-shocked at the end of every lesson, and I tried something different at the start of each ... I had a similar sort of activity but I was actually, like I was reflecting on what had happened and I was trying to do different things, and in the last lesson I went to the stage of, "Right oh, who wants to learn, who doesn't?" I got to that stage because with the other classes trying to stand over them hadn't worked. (Peter, 20/6/95)

Then again one month after relocation:

I keep trying to do different things, but nothing's really worked with some of them so far. (Peter, 17/7/95)

Relocated teachers were asked to rate their level of expertise for pedagogical skills both before and after relocation—24 percent of survey respondents and four case study participants (Dave, Ian, Norman and Richard) indicated a decrease in their level of expertise of pedagogical skills, while seven percent of survey respondents and one case study participant (Peter) indicated an increase (variable A3vDiff). Thus, approximately one-quarter of survey respondents believed the quality of their teaching skills retrogressed upon relocation, while a few relocated teachers believed their teaching skills had improved by the time of the survey.

Survey responses for difference in level of pedagogical skills expertise correlated significantly with teaching more traditional (variable A2ia) ( $r=-0.1717$ ,  $p=0.002$ ), teaching less student-centred (variable A2ib) ( $r=-0.2637$ ,  $p=0.000$ ), teaching more innovative (variable A2ic) ( $r=0.2101$ ,  $p=0.000$ ), and teaching more progressive (variable A2id) ( $r=0.2795$ ,  $p=0.000$ ), but did not correlate significantly with teaching less teacher-directed (variable A2ie) ( $r=0.1024$ ,  $p=0.070$ ). That is, survey respondents who indicated a negative change in level of pedagogical skills expertise were more likely to disagree their teaching was more traditional and less student-centred, and more likely to agree their teaching was more innovative and more progressive, while survey respondents who indicated a positive change in level of pedagogical skills expertise were more likely to agree their teaching was more traditional and less student-centred, and more likely to disagree their teaching was more innovative and more progressive. Hence, for teachers whose pedagogical skills retrogressed upon relocation, their teaching became more modernised, whereas for teachers whose pedagogical skills improved upon relocation, their teaching became more 'tried and true'. Thus, 'tried and true' pedagogies were easier to adopt than new, modern pedagogies, at least in the short term.

Teachers newly relocated to a school sometimes found, for various reasons, they spent more time planning and preparing lessons (see Chapter 4, Time Management from page 130). Thirty-five percent of survey respondents and five case study participants (Ian, Jonathon, Norman, Peter and Richard) agreed or strongly agreed they had difficulty planning and preparing appropriate lessons upon relocation to their new school, while 55 percent of survey respondents and one case study participant disagreed or strongly disagreed (variable B4ia). For example, relocated teachers commented:

Upon relocation and the impact of a new school culture my preparation was probably poorer than it is now. (332)

I suppose for example you could spend a lot less ... time talking to them [science students] about the procedures and what you need to do, explaining safety for example if you were going to run an experiment ... I might be still spending too much time explaining to kids about things. I talked yesterday to a science class about a ... topic and then I went around later and asked them a couple of things and it was obvious that they knew already what I was talking about, that I perhaps wasted my time ... and that might become a bit more obvious later on. (Ian, 7/5/96)

For Jonathon, as Hargreaves (1992) has suggested (see Chapter 2, Change in Teachers' Work Lives from page 18), greater emphasis on his planning and preparation improved the quality of his teaching.

I've tried to be a better teacher, I think I'm a better teacher ... because it's made me do a lot more preparation. (Jonathon, 27/5/96)

Learning new teaching strategies also improved the quality of relocated teachers' teaching. Relocation encouraged many teachers to broaden their range of teaching strategies (see Pedagogical Knowledge from page 173), since teachers needed to develop new strategies to cope with different types of students and different subject areas. Some teachers fell back on their 'tried and true' methods initially (see Chapter 4, Changes in Approach to Teaching from page 133), but a new school environment exposed many teachers to new ways of teaching, and these were adopted as they settled in at their new school.

My teaching has steadily improved as I have taken on board new ideas from each school, and worked very hard to settle in quickly. (256)

Teachers who have been at it for a few years definitely have an advantage over those who haven't, and you have to learn from them, you've got to pick their brains and get to know how best to work a class to get them through the course. (William, 4/12/96)

Peter found he had to change students' expectations regarding teaching strategies, which were often built on previous experience. For him, this was problematic—there

was an obvious lack of fit between Peter's pedagogies and the preferred learning styles of the students at Echidna High School. As he commented:

I'm sort of really fighting against just shoving the textbook in front of them. I know that's what they expect me to do, but, in the end, philosophically, I can't cope with that any more. (Peter, 17/7/95)

The quality of Peter's lesson delivery also was affected by relocation. He had developed a standard lesson structure for his classes at Koala High School. However, Peter could not use these four phases of his lesson effectively at Echidna High School because of the different context and resistance from the students.

I can't use the phases of the lessons ... Getting attention, I still can't get attention in the way I would like to. I can't set the task by getting an inquiring sort of atmosphere and enthusiastic atmosphere going. The kids take action, that's about the only phase of the learning process they're using, but they don't know why they're taking it. And they don't reflect upon it properly anyway. So all of that's computed in to make it a baby sitting exercise at the moment. I suppose I will try and do something to change their culture a bit, to get them involved in some of these things. (Peter, 17/7/95)

Jonathon's lesson delivery changed also upon relocation.

... at Emu-Wren most of my lessons were pretty average I guess and here some go well and some don't, and I don't know quite what it is that makes it so ... I think ... there's very subtle little things. Like, you ask the class here to get quiet, they don't get quiet, but you ask them again to get quiet and they don't get quiet, you just keep talking and then they'll pay attention ... at Emu-Wren if you didn't actually establish the quietness before you continued, you never would have got it, they just would have ignored you. Whereas it's taken me [a while] to realise that basically here what you do is you walk in and you ask for attention and then you ask for it again and then you continue and then they settle in. (Jonathon, 27/5/96)

Richard found he had to spend more time on classroom management and so had less time to spend on encouraging learning.

Just keeping them under control is the main point of the exercise I suppose to start with, and that doesn't leave a lot of time for some of the other things. (Richard, 9/5/96)

Relocated teachers also needed to adjust to new assessment strategies in many cases. For example, Peter preferred minimal assessment yet the school he relocated to had rigid assessment practices. Additionally, relocated teachers were not always familiar enough with the curriculum and the students to assess appropriately. Thirty-one percent of survey respondents and four case study participants (Ian, Norman, Richard and William) agreed or strongly agreed they had difficulty implementing assessment strategies appropriate to their new school upon relocation, while 52 percent of survey



respondents and three case study participants (Dave, Jonathon and Peter) disagreed or strongly disagreed (variable B4ic). For example, William commented:

I'm probably much more course orientated having to be very careful and always check, well I'm beginning to start to always check, the criteria, the needs of the students. So the activities I give them to cover the criteria, I don't think I was as specific on them in the first couple of months as I have been towards assessment time. (William, 23/5/96)

Two factors on the CE survey related to pedagogical skills—Work Focus and Teacher Explanation. Both of these factors are features of the high quality teacher (see Figure 5.1 on page 152). See Appendix Q (from page 438) for an in-depth analysis of students' responses for these two factors, split by batch.

Generally, students' responses on the CE survey for the factor Work Focus corresponded with teachers' comments and observations—any slight differences were due to school culture and environment. Dave's ability to focus students on their work did not change after relocation. Ian's ability to focus students on their work initially decreased upon relocation, then increased, but not to the level from before relocation. Jonathon's ability to focus students on their work decreased after relocation. Norman's ability to focus students on their work did not change upon relocation. Peter's ability to focus students on their work increased between terms 2 and 3 after relocation, but decreased again by term 1 of the following year after relocation. Richard's ability to focus students on their work decreased upon and after relocation compared with before relocation. William's ability to focus students on their work increased upon relocation, then decreased by term 3 after relocation back to the level from before relocation.

Similarly, students' responses on the CE survey for the factor Teacher Explanation corresponded with teachers' comments and observations—slight differences were accounted for by consideration of school culture and environment. Dave's ability to explain concepts to students decreased by term 3 after relocation. Ian's ability to explain concepts to students decreased upon relocation then improved by term 3 after relocation. Jonathon's ability to explain concepts to students did not change with relocation. Norman's ability to explain concepts to students decreased upon and after relocation compared with before relocation. Peter's ability to explain concepts to students decreased by term 3 and term 1 the following year after relocation compared with term 2 after relocation. Richard's ability to explain concepts to students decreased upon relocation. William's ability to explain concepts did not change upon relocation.

Thus, case study participants' changes in pedagogical ability varied upon and after relocation dependent on factors such as school culture and initial drop in quality of teaching upon relocation. Furthermore, relocated teachers had difficulties with

planning and preparation, lesson delivery and assessment after relocation, but many viewed relocation as an opportunity to learn new teaching strategies and change their approach to teaching (see Chapter 4, Changes in Approach to Teaching from page 133), and so broadened their pedagogical skills and improved their quality of teaching, in the long term if not initially.

### **Management**

Management skills incorporate both behaviour management and administration and are enacted both within and without the classroom. Many teachers relocated due to promotion and thus experienced changes in their administrative responsibilities, often requiring the development of new skills. Some relocated teachers, however, experienced a decrease in the exercise of their administrative skills as their roles and responsibilities narrowed upon relocation to their new school (see Chapter 4, Changes in Role from page 107).

Taking on new or extra administrative duties made settling into a new school difficult, at least initially, for some relocated teachers. For example, relocated teachers commented:

The change in decision making processes was an eye opener! I had come from a consensus view to a bureaucratic/autocratic view of decision making. (332)

Because there was already a teacher in charge of science and agriculture and technology, which are my areas of expertise, I was handed over a package of subjects under business and sport, of which I was totally unfamiliar, and told I had to manage all those subjects, all those teachers, the budgets for those areas, the professional development, the planning and any problems that arose from teacher relief to individual personal problems, appraisal of their teaching in their classrooms to an extent as well ... it's a bigger responsibility than being an AST3 I think in junior secondary school ... But I'm teaching in the sciences and I attend meetings there as well; at the same time I'm trying to run meetings of these other departments, I'm attending meetings in science and technology. (William, 23/5/96)

Relocated teachers were asked to rate their level of expertise for administrative management skills of the school both before and after relocation—29 percent of survey respondents and three case study participants (Dave, Ian and Norman) indicated a decrease in their level of administrative management skills expertise after relocation, while eight percent of survey respondents and one case study participant (Peter) indicated an increase (variable A3viiDif). Thus, just under one-third of survey respondents experienced a decrease in the quality of their administrative management skills as they adjusted to new roles and responsibilities in their new school, and approximately one-tenth of survey respondents had learnt new administrative management skills at the time of the survey.

Some teachers found they lacked the practical knowledge or opportunity to take on administrative responsibilities in their new school (see Chapter 4, Changes in Role from page 107), thus they were not able to extend their administrative skills. For example, relocated teachers commented:

Have ability, no opportunity. (113)

... the Maria Island camp, I didn't know the kids we were going with, I'd never been there, so I found it very difficult to take any sort of leadership role in the preparation of it. (Dave, 8/5/96)

Behaviour management incorporates management of the classroom situation and students, including discipline and pastoral care. Depending on the school teachers relocated to and the classes they were allocated, they found behaviour management either more or less difficult or unchanged at their new school. Thus, relocation to a new school impacted on the quality of the behaviour management skills of teachers.

Relocated teachers were asked to rate their level of expertise for classroom management skills both before and after relocation—33 percent of survey respondents and four case study participants (Ian, Jonathon, Norman and Richard) indicated a decrease in their level of expertise of classroom management skills upon relocation, while five percent of survey respondents and no case study participants indicated an increase (variable A3viDiff). Thus, approximately one-third of survey respondents believed the quality of their classroom management skills retrogressed upon relocation as they adapted to a new environment and established themselves with the students, while approximately one-twentieth of survey respondents had learnt new classroom management skills at the time of the survey. For example, case study participants commented:

Discipline is a real problem. ... we're still sussing each other out. They're starting to get some idea of my expectations, but the way they're acting is so far away from the way I thought they should be acting that we're all just getting frustrated at the moment. (Peter, 5/9/95)

... it's a lot more demanding at this level, because kids don't necessarily do what you want them to do. (Richard, 9/5/96)

The factor Behaviour Management from the CE surveys related to case study participants' behaviour management skills. Student responses mostly corresponded with observations and case study participants' comments. Where they differed related to the school environment and culture. According to the students, Dave's behaviour management skills improved upon relocation then retrogressed by term 3 after relocation back to the level from before relocation; Ian's behaviour management skills retrogressed upon and after relocation compared with before relocation; Jonathon's behaviour management skills did not change with relocation; Norman's behaviour

management skills retrogressed upon and after relocation compared with before relocation; Peter's behaviour management skills retrogressed by term 3 and term 1 the following year after relocation compared with term 2 after relocation; Richard's behaviour management skills improved upon and after relocation compared with before relocation; and William's behaviour management skills retrogressed upon relocation and again by term 3 after relocation. Note that college students tended to give lower scores than high school students for behaviour management.

Effective behaviour management usually rested on the ability of the teacher to establish routines (Berliner, 1994). As detailed in Chapter 4 (see *Settling In* from page 126), the majority of survey respondents instituted effective classroom routines at their new school by the end of the first term, though 18 percent took one year or more to do so. In comparison, only two case study participants (Dave and Norman) instituted effective routines by the end of term 1, with Ian and Jonathon indicating it would take them two years and Richard indicating it would take 1 year. Peter and William indicated it would take them 2 terms to institute effective routines—for Peter that was the start of the 1996 school year.

Instituting effective classroom management routines was of paramount importance to teachers because quality teaching could not occur until behaviour management was under control. Those teachers who took longer than one term to institute effective classroom routines were more likely to retrogress with respect to their quality of teaching, both initially and in the long term—time taken to institute effective classroom routines (variable B3v) correlated significantly with difference in overall level of expertise (variable A3iDiff) ( $r=-0.1710$ ,  $p=0.001$ ), drop in quality of teaching upon relocation (variable Drop) ( $r=0.4282$ ,  $p=0.000$ ), and overall change in quality of teaching (variable Change) ( $r=-0.2916$ ,  $p=0.000$ ). That is, relocated teachers who took a long time to institute effective classroom routines were more likely to experience a negative change in overall level of expertise, a sharp drop in quality of teaching upon relocation and an overall decline in quality of teaching, whereas relocated teachers who instituted effective classroom routines quickly were more likely to experience a positive change in overall level of expertise, no drop in quality of teaching upon relocation and an overall growth in quality of teaching.

In addition, for behaviour management to be effective, teachers needed to establish a reputation with students quickly within their new school (see Chapter 4, *Settling In* from page 126). Most teachers recognised this and tried hard to establish a reputation with their students when they arrived at their new school. They also recognised it took a long time for new teachers to become established to the extent they had control of

situations in which they were dealing with students they did not teach. For example, Ian commented:

Probably a term to establish yourself ... As far as my classes are concerned, my own particular classes, I'd like to think after a month, three or four weeks I'd have that under control at least. But, as far as discipline within the whole school, you know that stage you get to where you get a name for yourself and you get the situation where you have younger brothers and sisters coming up that don't even bother trying anything because such and such and such and such, that sort of thing takes a long time ... it would probably take a ... year. It's always more comfortable in your second year at a place. (Ian, 7/11/95)

Teachers who relocated into schools where students were more self-regulating and better disciplined (eg, senior secondary colleges) recognised a reduced need for behaviour management skills (see Chapter 4, Time Management from page 130). Alternatively, teachers who relocated to schools where the students were less self-regulating and less disciplined (eg, urban, category A high schools) recognised an increased need for behaviour management skills, and for different approaches.

I see my situation as quite different since my relocation was from primary [to] secondary and to a very difficult school. Adjustments had to be made to provide for the predominant behavioural differences of students as well as teaching new curricula and assessment considerations. (81)

Management wise, it's a lot more difficult here. When you haven't been used to doing that it takes a lot of effort, you can make a lot of mistakes ... and it's ... often difficult to claw back your mistakes at times ... it would be nice to say stop and start again. (Richard, 9/5/96)

For many teachers, having to learn new behaviour management skills to cope with different cultures of students improved relocated teachers' quality of teaching, at least in the long term.

Overall, regarding quality of management skills, approximately one-third of relocated teachers retrogressed upon relocation at least initially but some teachers were able to learn new behaviour management and administrative skills, thus improving their quality of teaching in the long term.

## Reflection

Having to learn new skills and knowledge and work in a new environment resulted in changes in the way teachers reflected and solved problems. Relocated teachers were asked to rate their level of expertise for reflection / problem solving skills of the school both before and after relocation—19 percent of survey respondents and three case study participants (Ian, Jonathon and Norman) indicated a decrease in their level of expertise of reflection / problem solving skills upon relocation, while ten percent of survey respondents and no case study participants indicated an increase (variable

A3viiiDi). Thus, for some teachers relocation presented opportunities for increased reflection and problem solving, while for others the need to learn new knowledge and skills resulted in less time for reflection and problem solving.

Teachers who responded to challenges needed to employ problem solving skills and reflection to meet these challenges. As the majority of survey respondents indicated they were more challenged upon relocation (see Attitude from page 190), they were likely to employ problem solving skills and reflection to meet these challenges, thus increasing their amount of reflection and problem solving, but not necessarily the quality of these skills as they settled in at their new school. For example, case study participants commented:

I probably have thought a little bit more about what I'm doing right and wrong this year than I probably did at Pademelon. I guess mainly because I think I have to; I'm a little bit more conscious of parental opinions ... I am conscious of that so I do reflect upon what I did do and what I'm going to do a little bit more because of that I suppose. (Ian, 17/12/96)

I reflect far more on how a lesson's gone here [Mudlark HS], and how I can make it better and what worked and what didn't and so on. (Jonathon, 27/5/96)

I am reflecting more on my practices because a lot of them are different and I don't get quite as much feedback from the kids here. (Norman, 24/5/96)

Thus, relocation often provided teachers with more material to reflect on, either because they were exposed to more problems to solve (ie, challenges) or more experiences to accommodate. For example, case study participants commented:

I guess there's a little bit [ie, reflection] going on still, because I'm teaching in a different area so much ... (Dave, 8/5/96)

I reflected on practices here a lot actually because I wasn't sure ... which practices I should use here and not. (Norman, 4/12/96)

Most of my day is spent with things that don't work and it's really made me question how the place should be set up so that all kids have a chance of achieving something worthwhile. So that's made me think perhaps more on a school-wide level. (Peter, 5/9/95)

Working in a different environment also changed the focus of teachers' reflections. For example, case study participants commented:

So if ever I reflected on what I did at Pademelon it was probably because of ... the behaviour management thing. Whereas here [Cassowary HS] I probably have a little bit more time to reflect on how I've explained something or whether I've introduced a topic the right way, or ... if I'm starting a topic I have a little bit of time, or I make an effort to think about how should I start this, should I start this with me talking, or start with a prac and explain later, or should I get them around in a group, or will we do this

in group work or individually or that sort of thing. Or after the fact I suppose I spent a little bit more time thinking about whether that went correctly, whether they learnt what I was intending that they learnt. (Ian, 7/5/96)

I still reflect, but I'm reflecting about different things I suppose. Before I was reflecting about the fact that things were going fairly well and ... how could we really put the icing on the cake. Now, I'm just reflecting about how can I even get to first base, so that things are actually going to operate reasonably well. (Peter, 5/9/95)

Thus, new challenges provided opportunities for increased reflection and problem solving, or a changed focus for reflection.

Overall, relocated teachers' skills improved, did not change or retrogressed upon relocation to a new school. In fact, they were likely to retrogress initially, then improve in the long term. In support of this, survey respondents were more likely to experience a sharp drop in quality of teaching upon relocation (variable Drop) if they experienced a decrease in level of expertise regarding pedagogical skills (variable A3vDiff) ( $r=-0.4884$ ,  $p=0.000$ ), classroom management skills (variable A3viDiff) ( $r=-0.4421$ ,  $p=0.000$ ), administrative management skills (variable A3viiDif) ( $r=-0.3903$ ,  $p=0.000$ ) or reflection and problem solving skills (variable A3viiiDi) ( $r=-0.3688$ ,  $p=0.000$ ); while they were more likely to experience no drop in quality of teaching upon relocation if they experienced an increase in level of expertise regarding pedagogical skills, classroom management skills, administrative management skills or reflection and problem solving skills.

Similarly, survey respondents were more likely to change their quality teacher status (from high to low) (variable QualChng) if they experienced a decrease in their level of expertise regarding pedagogical skills ( $r=0.1466$ ,  $p=0.007$ ), classroom management skills ( $r=0.3600$ ,  $p=0.000$ ), administrative management skills ( $r=0.1132$ ,  $p=0.039$ ) or reflection and problem solving skills ( $r=0.1315$ ,  $p=0.016$ ), while they were more likely to experience no change in their quality teacher status if they experienced an increase in their level of expertise regarding pedagogical skills, classroom management skills, administrative management skills or reflection and problem solving skills.

Furthermore, survey respondents were more likely to experience an overall growth in quality of teaching (variable Change) if they experienced an increase in level of expertise regarding pedagogical skills ( $r=0.3605$ ,  $p=0.000$ ), classroom management skills ( $r=0.3200$ ,  $p=0.000$ ), administrative management skills ( $r=0.2797$ ,  $p=0.000$ ) or reflection and problem solving skills ( $r=0.2796$ ,  $p=0.000$ ), while they were more likely to experience an overall decline in quality of teaching if they experienced a decrease in level of expertise regarding pedagogical skills, classroom management skills, administrative management skills or reflection and problem solving skills.

Thus, with regard to relocation, change in teachers' skills was connected to change in quality of teaching.

The ability of relocated teachers to grow professionally from their relocation experience often depended on their ability to reflect and learn, and their personal attributes.

### **Personal Attributes**

The personal attributes of relocated teachers had a large impact on how they coped with the relocation professionally, as well as personally. The attitude teachers had to change in general and to their career was important, as was their ability to form strong relationships with students, staff, parents and other members of the school community.

#### **Attitude**

Teachers who welcomed change, challenge and the opportunity to broaden their teaching skills and knowledge were more likely to benefit from relocation, at least in the long run, if not initially. Many teachers who relocated voluntarily were prepared for change and challenge. For example, survey respondents commented:

As my move was voluntary I was prepared for the challenges involved. (328)

As my relocation was voluntary I was ready for change. (486)

In contrast, teachers who relocated involuntarily were not prepared for change and challenge and this negatively affected their attitude—as one survey respondent commented:

Because you will only be in a school for a limited amount of years, I have become less committed—especially for outside school activities. (454)

Teachers held either a positive, neutral or negative attitude towards relocation. Their attitude to teaching changed accordingly as a result. For example, one survey respondent commented:

My attitude was not greatly affected and my skills were the same. (28)

Teachers who relocated frequently found it easier to deal with the changes involved with relocation and so adopted a more relaxed attitude to relocation. For example, one survey respondent commented:

From 1990–1995 I relocated three times due to promotion; it becomes easier to deal with change! (You know what to expect and what not to expect). (41)



A summary of the frequencies of survey responses to questions on change in attitude to teaching upon relocation is provided in Table 5.13. The data in Table 5.13 indicate survey respondents, overall, were more committed, more challenged, more valued, more satisfied and more enthusiastic upon relocation. Thus, the changes in attitude which occurred upon relocation were more often positive than negative and so were more likely to have a positive rather than a negative effect on relocated teachers’ quality of teaching. These changes were associated with several key variables.

**Table 5.13:** Percentage frequencies of survey responses (n=360)—change in attitude to teaching since relocation.

| Attitude Change   | SD   | D    | N    | A    | SA   | Missing |
|-------------------|------|------|------|------|------|---------|
| Less committed    | 35.6 | 26.9 | 13.9 | 9.2  | 4.2  | 10.3    |
| More challenged   | 4.2  | 9.2  | 16.7 | 37.5 | 28.1 | 4.4     |
| Less valued       | 19.4 | 26.9 | 19.2 | 17.8 | 8.1  | 8.6     |
| More satisfied    | 8.9  | 18.3 | 26.7 | 24.7 | 12.8 | 8.6     |
| More enthusiastic | 6.1  | 19.2 | 28.6 | 25.6 | 11.9 | 8.6     |

Survey respondents were more likely to agree they were less committed to teaching since relocation (variable A2iia) if they entered teaching due to a casual attraction, relocated involuntarily, lacked control over the transfer process, did not receive adequate support, experienced a sharp drop in quality of teaching upon relocation, experienced a sharp drop in quality of teaching upon relocation, experienced an overall decline in quality of teaching, had taught in their previous school for many years, did not change grade levels, or experienced a narrowing of their roles and responsibilities (see Tables 5.14 and 5.15). In comparison, survey respondents were more likely to disagree they were less committed to teaching since relocation if they entered teaching due to a positive attraction, relocated voluntarily, relocated due to promotion, had control over the transfer process, received adequate support, experienced no drop in quality of teaching upon relocation, experienced an overall growth in quality of teaching, changed school categories, relocated in 1995, had taught in their previous school for only a few years, changed grade levels, or experienced a broadening of their roles and responsibilities (see Tables 5.14 and 5.15).

**Table 5.14:** One sample t-test results for survey respondents—less committed to teaching since relocation with other variable components.

| Component                   | Component Mean | Population Mean | t value | p value |
|-----------------------------|----------------|-----------------|---------|---------|
| Relocation due to promotion | 1.6462         | 2.1022          | -4.12   | 0.000   |
| Different school category   | 1.8452         | 2.0927          | -2.30   | 0.024   |
| Relocated in 1995           | 1.6667         | 2.1059          | -2.74   | 0.011   |

**Table 5.15:** Pearson's correlation statistics for survey respondents—less committed to teaching since relocation (SD–SA) with other variables.

| Variable (range)  | r value | p value |
|---|---------|---------|
| Reason for entering teaching (casual–positive attraction) | -0.1289 | 0.020   |
| Reason for relocation (involuntary–voluntary)             | -0.2982 | 0.000   |
| Adequate control over transfer process (SD–SA)            | -0.1413 | 0.017   |
| Support received (not adequate–adequate)                  | -0.3807 | 0.000   |
| Drop in teaching quality upon relocation (none–sharp)     | 0.4168  | 0.000   |
| Change in overall teaching quality (decline–growth)       | -0.3628 | 0.000   |
| Years taught in previous school (1–5 – >25)               | 0.1256  | 0.025   |
| Change in grade levels (same–different)                   | -0.1223 | 0.031   |
| Change in role (narrowed–broadened)                       | -0.2892 | 0.000   |

Survey respondents were more likely to agree they were more challenged by teaching since relocation (variable A2iib) if they entered teaching due to a positive attraction, relocated due to promotion, agreed the school cultures were very different, lacked control over the transfer process, received adequate support, experienced an overall growth in quality of teaching, changed school categories, relocated in 1995, relocated during the year, experienced a broadening of their roles and responsibilities, or experienced a change in teaching and school contexts (see Tables 5.16 and 5.17).

**Table 5.16:** One sample t-test results for survey respondents—more challenged by teaching since relocation with other variable components.

| Component                   | Component Mean | Population Mean | t value | p value |
|-----------------------------|----------------|-----------------|---------|---------|
| Relocation due to promotion | 4.0411         | 3.7965          | 2.05    | 0.044   |
| Different school category   | 4.0323         | 3.7982          | 2.11    | 0.037   |
| Relocated in 1995           | 4.1613         | 3.7982          | 2.09    | 0.046   |
| Relocated during year       | 4.1481         | 3.7982          | 2.36    | 0.026   |

**Table 5.17:** Pearson's correlation statistics for survey respondents—more challenged by teaching since relocation (SD–SA) with other variables.

| Variable (range)  | r value | p value |
|---|---------|---------|
| Reason for entering teaching (casual–positive attraction) | 0.1267  | 0.019   |
| Reason for relocation (involuntary–voluntary)             | 0.1501  | 0.005   |
| School cultures very different (SD–SA)                    | 0.1638  | 0.002   |
| Adequate control over transfer process (SD–SA)            | -0.1261 | 0.032   |
| Support received (not adequate–adequate)                  | 0.1088  | 0.044   |
| Change in overall teaching quality (decline–growth)       | 0.1499  | 0.007   |
| Change in school (same–different)                         | 0.1235  | 0.024   |
| Change in position (demotion–promotion)                   | 0.1275  | 0.019   |
| Change in role (narrowed–broadened)                       | 0.1927  | 0.000   |
| Change in context (same–different)                        | 0.2120  | 0.000   |

In comparison, survey respondents were more likely to disagree they were more challenged by teaching since relocation if they entered teaching due to a casual

attraction, disagreed the school cultures were very different, had control over the transfer process, did not receive adequate support, experienced an overall decline in quality of teaching, were demoted, experienced a narrowing of roles and responsibilities, or experienced no change in teaching and school contexts (see Table 5.17).

Survey respondents were more likely to agree they were less valued since relocation (variable A2iic) if they relocated involuntarily, had control over the transfer process, did not receive adequate support, experienced a sharp drop in quality of teaching upon relocation, experienced an overall decline in quality of teaching, experienced a narrowing of roles and responsibilities, or did not change school and teaching contexts (see Tables 5.18 and 5.19). In comparison, survey respondents were more likely to disagree they were less valued since relocation if they relocated voluntarily, relocated due to promotion, lacked control over the transfer process, received adequate support, experienced no drop in quality of teaching upon relocation, experienced an overall growth in quality of teaching, experienced a broadening of roles and responsibilities, or changed school and teaching contexts (see Tables 5.18 and 5.19).

**Table 5.18:** One sample t-test results for survey respondents—less valued since relocation with other variable components.

| Component                   | Component Mean | Population Mean | t value | p value |
|-----------------------------|----------------|-----------------|---------|---------|
| Relocation due to promotion | 2.3231         | 2.6505          | -2.33   | 0.023   |

**Table 5.19:** Pearson’s correlation statistics for survey respondents—less valued since relocation (SD–SA) with other variables.

| Variable (range)                                      | r value | p value |
|---|---------|---------|
| Reason for relocation (involuntary–voluntary)         | -0.2326 | 0.000   |
| Adequate control over transfer process (SD–SA)        | 0.1348  | 0.020   |
| Support received (not adequate–adequate)              | -0.4504 | 0.000   |
| Drop in teaching quality upon relocation (none–sharp) | 0.3880  | 0.000   |
| Change in overall teaching quality (decline–growth)   | -0.2784 | 0.000   |
| Change in role (narrowed–broadened)                   | -0.3741 | 0.000   |
| Change in context (same–different)                    | 0.1048  | 0.070   |

Regarding being less valued upon relocation, one survey respondent commented:

I feel under utilised in my new school. (50)

Survey respondents were more likely to agree they were more satisfied with teaching since relocation (variable A2iid) if they entered teaching due to a positive attraction, relocated voluntarily, had control over the transfer process, received adequate support, experienced no drop in quality of teaching upon relocation, experienced an overall growth in quality of teaching, had taught in their previous school for only a few years,

or experienced a broadening of roles and responsibilities (see Table 5.20). In comparison, survey respondents were more likely to disagree they were more satisfied with teaching since relocation if they entered teaching due to a casual attraction, relocated involuntarily, lacked control over the transfer process, did not receive adequate support, experienced a sharp drop in quality of teaching upon relocation, experienced an overall decline in quality of teaching, had taught in their previous school for many years, or experienced a narrowing of roles and responsibilities (see Table 5.20).

**Table 5.20:** Pearson’s correlation statistics for survey respondents—more satisfied with teaching since relocation (SD–SA) with other variables.

| Variable (range)  | r value | p value |
|---|---------|---------|
| Reason for entering teaching (casual–positive attraction) | 0.1297  | 0.019   |
| Reason for relocation (involuntary–voluntary)             | 0.3168  | 0.000   |
| Adequate control over transfer process (SD–SA)            | 0.1629  | 0.006   |
| Support received (not adequate–adequate)                  | 0.4724  | 0.000   |
| Drop in teaching quality upon relocation (none–sharp)     | -0.5302 | 0.000   |
| Change in overall teaching quality (decline–growth)       | 0.4757  | 0.000   |
| Years taught in previous school (1–5 – >25)               | -0.1225 | 0.028   |
| Change in role (narrowed–broadened)                       | 0.3008  | 0.000   |

Survey respondents were more likely to agree they were more enthusiastic about teaching since relocation (variable A2iie) if they entered teaching due to a positive attraction, relocated voluntarily, relocated due to promotion, received adequate support, experienced no drop in quality of teaching upon relocation, experienced an overall growth in quality of teaching, or experienced a broadening of their roles and responsibilities (see Tables 5.21 and 5.22). In comparison, survey respondents were more likely to disagree they were more enthusiastic about teaching since relocation if they entered teaching due to a casual attraction, relocated involuntarily, did not receive adequate support, experienced a sharp drop in quality of teaching upon relocation, experienced an overall decline in quality of teaching, or experienced a narrowing of their roles and responsibilities (see Tables 5.21 and 5.22).

**Table 5.21:** One sample t-test results for survey respondents—more enthusiastic about teaching since relocation with other variable components.

| Component                   | Component Mean | Population Mean | t value | p value |
|-----------------------------|----------------|-----------------|---------|---------|
| Relocation due to promotion | 3.4783         | 3.1976          | 2.31    | 0.024   |

**Table 5.22:** Pearson’s correlation statistics for survey respondents—more enthusiastic about teaching since relocation (SD–SA) with other variables.

| Variable (range)  | r value | p value |
|---|---------|---------|
| Reason for entering teaching (casual–positive attraction) | 0.1318  | 0.017   |
| Reason for relocation (involuntary–voluntary)             | 0.3076  | 0.000   |
| Support received (not adequate–adequate)                  | 0.4174  | 0.000   |
| Drop in teaching quality upon relocation (none–sharp)     | -0.5023 | 0.000   |
| Change in overall teaching quality (decline–growth)       | 0.4618  | 0.000   |
| Change in role (narrowed–broadened)                       | 0.2784  | 0.000   |

Thus, overall, a positive change in attitude to teaching for survey respondents was most likely to be associated with a positive attraction for entering teaching, voluntary relocation, relocation due to promotion, adequate support received, no drop in quality of teaching upon relocation, overall growth in quality of teaching, and a broadening of roles and responsibilities. Conversely, a negative change in attitude to teaching for survey respondents was most likely to be associated with a casual attraction for entering teaching, involuntary relocation, adequate support not received, a sharp drop in quality of teaching upon relocation, overall decline in quality of teaching, and a narrowing of roles and responsibilities.

Teachers who entered teaching due to a positive attraction, as compared to a negative attraction, were more likely to have a positive change in attitude to teaching because they were more committed to teaching. Teachers who relocated voluntarily or relocated due to promotion, as compared to teachers who relocated involuntarily, were more likely to have a positive change in attitude because they wanted a change and sought challenges. Teachers who received adequate support, as compared to those who did not, were more likely to have a positive change in attitude to teaching because they were assisted in settling in at their new school and coping with new challenges. Teachers whose quality of teaching retrogressed upon relocation, as compared to improved, were more likely to have a negative change in attitude to teaching because they experienced difficulties adjusting to their new environment. Teachers whose roles and responsibilities broadened, as compared to narrowed, were more likely to have a positive change in attitude to teaching because they sought and experienced new challenges.

Of the case study participants, Ian, Norman and Richard agreed or strongly agreed they were less committed, while Jonathon, Peter and William disagreed or strongly disagreed.

... it's made me want to continue teaching this year. (William, 4/12/96)

Jonathon, Peter and William agreed or strongly agreed they were more challenged, while Ian disagreed.

I'm very happy with the work I've done this year, it's been really challenging. (William, 4/12/96)

Dave, Ian, Norman and Richard agreed or strongly agreed they were less valued, while Peter and William strongly disagreed.

I ... don't feel that I'm probably as ... valued as much as I was at Numbat by any means. (Norman, 4/12/96)

Jonathon and William agreed they were more enthusiastic, while Ian, Norman and Richard disagreed or strongly disagreed.

I find it a bit boring at times. It's hard to get excited about what you're teaching. (Richard, 9/5/96)

Peter and William strongly agreed they were more satisfied.

And this year I've enjoyed teaching for probably the first year in nineteen years. I've enjoyed being a teacher again. (William, 4/12/96)

Peter's increased satisfaction only occurred after the beginning of a new year at Echidna High School. During his first two terms there he was less satisfied. One month after relocation Peter commented:

I am not quite as enthusiastic. Like I still really believe that schools can make a difference and in the end I'll probably be getting somewhere, but, just on a day by day basis I'm just finding myself starting to switch off a bit, because, well, I suppose it's continual negative reinforcement, isn't it? I'm just a human being like everybody else. I'm getting continual negative reinforcement, and it's starting to take its toll really. But, I've got my eye on the long term goal of being more established next year. So it's worthwhile going through a lot of this stuff and imposing consequences to that end, I think. But I certainly, I don't look forward to turning up for work as much as I did at Koala. (Peter, 17/7/95)

Ian, Norman and Richard disagreed or strongly disagreed they were more satisfied. For Norman, job satisfaction was associated with relationships with students. He commented:

... it's a different sort of satisfaction. I don't think it'll be as intense or as satisfying as what I was doing at Numbat. Now that's at this stage, that may well change, but I just don't think it will. I felt like I really had some sort of influence on kids' lives at Numbat, whereas I don't think I'll have influence on kids' lives here. Yeah, I may have influence on whether they do well at maths or not, or whatever, but I don't think I'll have the influence on their lives and their direction of their lives and like I did, I believe I did, at Numbat. And that was good after twelve years there, you know, counselling and whatnot. So, yeah, I don't suspect the job satisfaction will be as high, but that's not a major problem, that doesn't bother me too much. Yeah. And I still put in really hard and I still feel like I work really hard and, yeah, so it's not going to stop me working. It's not going to, the job satisfaction's not going to influence me whether I work hard or work less or put in as hard or put in as I still do, I still work pretty hard. (Norman, 24/5/96)

So, even though Norman was less satisfied at Bellbird College, he did not let that affect his application to his job.

However, Richard found the relocation difficult which did impact on his attitude to his work.

Oh well, the job here is much less satisfying. I mean, it's just a job basically. I've lost a lot of the enjoyment of teaching, but that may come back with time ... as things get more relaxed. It's been a pretty stressful year in terms of the change, and the new school on top of that. So, but things might be a bit more relaxed next year, I might start enjoying myself again, one would hope. (Richard, 13/12/96)

Thus, like the other case study participants, Richard looked towards a long term goal of job satisfaction and effective teaching.

In general, relocated teachers were more satisfied with their work. Job satisfaction related to how well satisfied teachers were with their career, with their teaching, and with their life as a teacher. Job satisfaction impacted upon how teachers viewed relocation, and conversely, the relocation impacted upon teachers' job satisfaction. Positive experience of relocation was more likely to increase teachers' job satisfaction, whereas negative experience of relocation was more likely to decrease it—relocation experience (variable RelnExpc) correlated significantly with more satisfied with teaching since relocation (variable A2iid) ( $r=0.6189$ ,  $p=0.000$ ). Accordingly, survey respondents commented negatively and positively about job satisfaction:

Enjoyment of my work, job satisfaction and morale has decreased markedly since relocation. (98)

I am enjoying the change of direction in my work but it was my choice. (122)

Prior to relocation I was a happy, contented and efficient teacher. I am now seriously considering other career alternatives. I was promised the world and delivered a lemon. (391)

In general, teachers who were more committed, more challenged and more enthusiastic upon relocation also were proactive in their attitude to teaching and relocation as compared to reactive. Some teachers sought relocation in order to improve their quality of teaching or simply for a change of direction. Comments from relocated teachers about why they relocated included:

I was stale after 6 years and needed a change. I had met my target goals. (46)

I needed a challenge and a change from kindergarten. (108)

New challenge. (195)

Relocation was voluntary. I enjoyed my previous location and I could easily have continued on for a longer period. I personally have made it a policy to remain in the one location for no longer than 5/6 years. A change always provides a greater challenge. (296)

Felt desire for change after 5 years in one location ... Prior to relocation my teaching was developing but began to level out—I asked for a transfer it was revitalised; leveled out again—I changed class another spurt is occurring. (377)

Self requested—wanted a change of direction after 11 years in a “difficult to staff” school. (378)

It's impact is a reflection of my attitude. I was looking for a change and some new challenges. (409)

I wished to teach students at a more senior level and in the areas I am involved in. (512)

Wished for new challenge. Applied for AST3 and was successful. (576)

I'm just a bit bored here [Emu-Wren HS] really ... so this is a new challenge I'd say. (Jonathon, 13/12/95)

For some relocated teachers, being proactive meant taking control of the relocation process (see Chapter 6, Control Over Relocation from page 216). Some teachers took control by making a conscious decision to make their relocation work and so ensure their quality of teaching. For example, relocated teachers commented:

I made a conscious decision to make my transfer ‘work’—I went to my new school with a positive attitude—even though I was extremely apprehensive and very sad to leave my previous school. (173)

I thought I was approaching it being positive and thought it was going to be nice and easy and that it wouldn't be a hassle and that I should find it reasonably easy, and I think all that's happened. (Ian, 7/5/96)

However, a lack of control over the relocation process for teachers could result in negative outcomes not only for teachers, but also for students. As one survey respondent commented:

Lack of empowerment felt by teachers is significant and this is picked up by students. It also takes energy and focus off other educational issues resulting in stagnation and apathy. (190)

Those case study participants who relocated to a school they wanted to go to and who had some control over the process were far more positive about the experience than those teachers who were unhappy about the relocation, excepting Ian, a teacher who found relocation difficult and ‘scary’. However, survey responses about attitude to teaching were only slightly correlated or did not correlate with degree of control over transfer—those survey respondents who indicated more control over their transfer process were slightly less likely to be less committed (see Table 5.15 on page 191) and



more challenged (see Table 5.17 on page 192), but more likely to be less valued (see Table 5.19 on page 193) and more satisfied (see Table 5.20 on page 194).

Another proactive approach for relocated teachers was to approach relocation with optimism and anticipation, regard it as an opportunity to make a fresh start, to put old mistakes behind them and improve their teaching skills (see Chapter 4, *Changes in Approach to Teaching* from page 133).

Teachers such as Peter would not give up in the face of adversity, but attempted to solve problems in order to improve their teaching. One month after relocation Peter commented:

I've tried heaps, but they've mostly flopped. I still think you've got to try different things, because once you get on the wavelength of the class, you never actually do that unless you try anything new ... I'm going to keep trying things until I finally can get those kids to tune into something. (Peter, 17/7/95)

Then, two months later he commented:

... there's little individual things starting to happen and I've just got to take them as the pluses at the moment and aim for a good start next year. That's my aim at the moment ... but, I've just got to make sure I'm sane at the end of the year and ready for a fresh start next year with new groups that I think I can achieve something with. (Peter, 5/9/95)

Thus, even though some teachers were less satisfied, enthusiastic or valued upon relocation, most were more challenged and more committed. That is, even if relocated teachers' attitudes to teaching were negative to a degree, they were mostly positive, and, for case study teachers, tended to become more positive the longer they spent in their new school. Also, many teachers indicated relocation gave them an opportunity to start afresh. This positive attitude to relocation and teaching meant teachers' quality of teaching was less likely to retrogress upon relocation.

### **Relationships**

Teachers had formed relationships with a variety of people within their old school community—students, staff, parents and the wider community. These relationships changed upon relocation (see Chapter 4, *Changes in Relationships* from page 99).

Quickly establishing their reputation with students and understanding the students' culture was crucial for new teachers, otherwise quality teaching practices were difficult to establish. This was particularly true for those teachers who based their teaching upon personal relationships and knowledge of students. For example, case study participants commented:

There's a stress also of the kids ... I haven't been able to ... establish myself as a persona within the school in the eyes of the kids I don't think here, so it means that I'm just a nobody as far as the kids are concerned. And I think at Emu-Wren I wasn't. (Jonathon, 27/5/96)

I've got very little rapport with the larger classes, especially ... they think I'm just a fill in, a relief teacher, because they've already had two teachers before I got there and they think I'm just another fill in. And, they've just got a bit 'cheesed off' with it, basically. So, I'm not achieving many things. There's no working environment in the classroom like there should be ... [And] it's just a pity that the personal relationships within the room aren't better ... they just don't allow anything of much quality to happen in most of the classes. (Peter, 5/9/95)

Only ten percent of survey respondents and one case study participant (William) agreed or strongly agreed their relationships with students improved upon relocation to their new school, while 44 percent of survey respondents and the remaining six case study participants disagreed or strongly disagreed (variable B4if). Thus, for just over two-fifths of relocated teachers, relocation resulted in lower quality relationships with students, at least initially. For example, case study participants commented:

I wouldn't have as good as relationships with kids here that I did at Pademelon, no. But then, that's a familiarity thing again ... I'm less close to any kids here than I was at Pademelon, but that's a time factor, I guess it will improve. (Ian, 17/12/96)

... totally different relationships, a really different relationship ... I think the relationship's very superficial ... You don't develop the relationships that you did with kids like as a grade counsellor over four years at Numbat ... Kids are polite and respectful and pleasant enough, but I don't think I'd get anywhere near the depth of relationship. (Norman, 24/5/96)

Yet, over time, quality relationships with students were established as relocated teachers became more familiar with their students. For example, Dave commented:

... at the beginning of the year it would be, "Stop your talking, get on with your work" and get out of the situation. Whereas now I'm quite happy to sit and have a chat as long as the rest of the class is working. (Dave, 20/11/96)

The factor Teacher Support from the CE surveys related to teacher-student relationships. Students' responses mostly corresponded with observations and teachers' comments (see Appendix Q from page 438). Dave's level of support to students did not change upon relocation. Ian's level of support to students decreased upon relocation, then increased again by term 3 after relocation. Jonathon's level of support to students decreased by term 3 after relocation compared with before relocation. Norman's level of support to students decreased slightly upon relocation, but nevertheless remained at a very high level. Peter's level of support to students decreased by term 3 and term 1 the following year after relocation compared with before relocation and term 3 after relocation. Richard's level of support to students

decreased upon relocation, then increased by term 3 after relocation, but was still lower than before relocation. William's level of support to students increased upon relocation.

Establishing good working relationships with colleagues also was essential for teachers if they were to be productive and effective in their new school.

People skills are vital, especially with other staff; it's really important, building relationships and all that entails. (Peter, 5/9/95)

Only twelve percent of survey respondents and one case study participant (William) agreed or strongly agreed their relationships with staff improved upon relocation to their new school, while 42 percent of survey respondents and five case study participants (Dave, Ian, Jonathon, Norman and Peter) disagreed or strongly disagreed (variable B4ig). Thus, approximately two-fifths of relocated teachers experienced lower quality staff relationships upon relocation, at least initially. For example, relocated teachers commented:

Staff forget you don't know anyone and leave you out of staffroom conversations etc. You have to push yourself forward which can be a challenge for some. (580)

In terms of personal relationships with staff, I've found it a lot better than I thought it was going to be ... but ... it wouldn't be a patch on Pademelon, still that was a very supportive and helpful and friendly staff ... doesn't seem to be the social side here that there was there. (Ian, 17/12/96)

I miss ... the friends that I've left, that I developed at Numbat there over a long period of time. Just the really close friendship that we had there. That doesn't seem to exist here. (Norman, 24/5/96)

Richard, on the other hand, experienced improved relationships with staff relocating from a college to a high school.

In terms of meeting new staff, it's a much friendlier staff. They're actually work colleagues, they're much better to get on with than what they were at college, and that's been a big plus I think. (Richard, 13/12/96)

Many relocated teachers commented on the impact of the Transfer Policy on relationships, and ultimately the quality of teaching occurring in schools. Many believed the 'five year rule' would result in a reduction in collegiality and quality of staff relationships, as Hopkins & Stern (1996) predicted. For example, relocated teachers commented:

Sometimes 5 or 3 years is not always long enough to form stable school/community relationships. (107)

It probably takes 5 years on a staff to become really well established in the eyes of the students; if transfers happen too rapidly no credibility is every really achieved ... (138)

It's silly to move people about just for the sake of it. In my experience, it has been really good to have people on the staff who've been there a long time and know the history of traditions / family groups / relationships / community. (156)

There are advantages for a longer period especially in relationship to parent, family and school routines. (227)

The fundamental weakness of the policy is that it works against creating teams and a school culture and ethos. (236)

Too much movement by too many of the staff disrupts the school too much and adversely affects the smooth running of the school—its directions and community relationships. (443)

It's important for a group of teachers to stay in the school for a long period (longer than 5 years) to maintain knowledge and a relationship with the school community which will maintain its confidence. (562)

The impact of relocation on relationships also extended to relationships with parents if these were important to teachers or the schools. Eighteen percent of survey respondents and three case study participants (Norman, Peter and William) agreed or strongly agreed their relationships with the families of their students deteriorated upon relocation to their new school, while 44 percent of survey respondents and no case study participants disagreed or strongly disagreed (variable B4ih). Thus, approximately one-fifth of relocated teachers experienced lower quality relationships with parents upon relocation, if only initially. For example, one survey respondent commented:

Found problems with establishing myself at new school with parents—I was on trial, suffered from aggressive parents. (72)

Teachers relocated to colleges from high schools, district high schools and primary schools found they had fewer dealings with parents. For example, Norman commented:

It's non-existent here. I didn't see a parent the entire year ... I don't think face to face apart from the couple of parent-teacher nights when one or two people came in. Basically I rarely saw a parent ... compared to last year ... I knew a lot of parents very well ... In fact it got to the stage they were coming into the class to help and what not. (Norman, 4/12/96)

However, teachers who relocated to a school in the area in which they lived had the advantage of already being known in the community. This was the case with Dave and he found parents knew him or of him because he lived in the community, his children went to school in the community and his wife taught in the community. For example, Dave commented:

I'm living in the community and ... I've got parents that look after my kids at creche and that sort of thing. And ... my wife teaches at Death Adder Primary. (Dave, 20/11/96)

However, Dave did not have as much quality contact with parents at Wallaroo High School as he had done at Potoroo High School because of his narrowed roles and responsibilities. As he commented:

... really I've had very little parent involvement because I haven't had to ... the only time I really see parents is at parent-teacher interviews, whereas at Potoroo there'd be parent-teacher interviews, there might be some involvement with camps and that sort of thing, athletic carnivals where, because you'd been ... involved in a leadership role in ... the house system and ... you had parents that were coming and helping out on carnival days, they knew you, you knew them and who their sons were ...that doesn't happen here. (Dave, 20/11/96)

Drop in quality of teaching upon relocation (variable Drop) correlated significantly with relationships with students (variable B4if) ( $r=-0.4320$ ,  $p=0.000$ ), relationships with staff (variable B4ig) ( $r=-0.2208$ ,  $p=0.000$ ) and relationships with parents (variable B4ih) ( $r=0.3346$ ,  $p=0.000$ ), and overall change in quality of teaching (variable Change) correlated significantly with relationships with students ( $r=0.3917$ ,  $p=0.000$ ), relationships with staff ( $r=0.1930$ ,  $p=0.000$ ) and relationships with parents ( $r=-0.2550$ ,  $p=0.000$ ). Change in quality teacher status (variable QualChng) did not correlate with any of these relationship variables. Thus, survey respondents were more likely to experience no drop in quality of teaching upon relocation and an overall growth in quality of teaching if their relationships with students, staff and parents improved upon relocation, whereas survey respondents were more likely to experience a sharp drop in quality of teaching upon relocation and an overall decline in quality of teaching if their relationships with students, staff and parents deteriorated upon relocation.

## SUMMARY

Early in this chapter a prototype model of the high quality teacher and a model of developmental stages of teacher expertise were outlined. These were used as a framework for the analysis and discussion on the impact of relocation on teachers' quality of teaching. The case study participant and survey respondent data fitted the two models. Only approximately one-tenth of relocated teachers changed quality teacher status (ie, from high quality teacher to low quality teacher) upon relocation.

Accordingly, the majority of relocated teachers self-rated themselves as proficient teachers, with approximately two-thirds experiencing no change in overall level of expertise upon relocation. However, just over one-quarter experienced a decrease in

overall quality of teaching, while approximately one-twentieth experienced an increase in overall quality of teaching.

Overall, approximately one-third of relocated teachers improved their quality of teaching upon relocation, but approximately one-twentieth of relocated teachers retrogressed regarding their quality of teaching upon relocation. For the remaining relocated teachers, their quality of teaching remained steady, overall, upon relocation. However, they may have experienced a dip in performance. Approximately one-third of relocated teachers experienced a slight drop in quality of teaching upon relocation, approximately one-third experienced a sharp drop, and approximately one-third experienced no drop (which may have involved a rise).

The dimensions of knowledge, skills and personal attributes were all affected regarding quality of teaching upon relocation. An increase in knowledge was associated with an overall growth in quality of teaching, no change in quality teacher status and no drop in quality of teaching upon relocation. However, a decrease in knowledge was associated with an overall decline in quality of teaching, a change in quality teacher status (from high to low) and a sharp drop in quality of teaching upon relocation. Changes in content and curriculum knowledge, pedagogical knowledge and practical knowledge were negative initially, but positive in the long term.

Similarly for pedagogical, management and reflection / problem solving skills—they decreased initially, but increased in the long term. An increase in skills was associated with an overall growth in quality of teaching, no change in quality teacher status and no drop in quality of teaching upon relocation, while a decrease in skills was associated with an overall decline in quality of teaching, a change in quality teacher status (from high to low), and a sharp drop in quality of teaching upon relocation.

Similarly for relationships—an improvement in relationships with students, staff and parents was associated with an overall growth in quality of teaching and no drop in quality of teaching upon relocation, whereas a deterioration in relationships with students, staff and parents was associated with an overall decline in quality of teaching and a sharp drop in quality of teaching upon relocation. Relocated teachers' attitude to teaching and change was an important determinant of the impact of relocation on teachers' quality of teaching. Most teachers were more committed, more challenged, more valued, more satisfied and more enthusiastic upon relocation, and so were more proactive rather than reactive regarding relocation.

The majority of relocated teachers believed things would only get better the longer time they spent in their new school. Ian captured their thinking when he commented:

I can't ... see things getting worse, I can only see things getting better, and the things that are good at the moment will continue to be good and the things that aren't so good I hope I'm confident will get better.

Peter, who relocated during the school year, believed he needed to start a new school year with new classes before things would improve:

When I start with new classes next year I've got a good chance of getting something going that I would like. Until then I reckon with most of the classes I'll be lucky to ever develop that whole class feel that we should have. These spats will be going on for the whole year, and ... you've got to get a critical mass of kids who have grasped the philosophy of what they're supposed to be doing and we're nowhere near that at the moment. So I reckon it will be a new start at the start of next year with new classes basically because I will be able to set the tone then. (Peter, 17/7/95)

For things to be good and to get better, relocated teachers needed support. Support for relocated teachers is discussed in the next chapter, Chapter 6.

## CHAPTER 6

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### Support for Relocated Teachers

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In order to ensure the negative impact of relocation on teachers, their work and their quality of teaching is minimised, appropriate support must be provided to relocated teachers to assist them in adjusting quickly and well to their new environment. This support can be provided by the education system, schools, colleagues, community members, friends or family, and can take various forms. Some forms of support are more appropriate than others and different teachers require different types of support at different times during their relocation experience. As such, support programs must be designed to meet individual needs; they need to be flexible and comprehensive. Upon relocation, teachers need to be made aware of, as early as possible, what support is available to them from the system, schools and school staff so they can access this support on a needs basis.

In this chapter, research sub-question 5 is addressed. Appropriate support structures provided by the system, schools, and school staff are discussed. In each case, adequate or inadequate provision of support for relocated teachers is detailed. In addition, appropriate support structures for relocated teachers which minimised the impact of relocation on them, their work, and their quality of teaching are outlined.

#### SUPPORT FROM THE SYSTEM

Systemic support can be provided by departments of education to assist teachers in transition. In Tasmania, the department of education provided some support to relocated teachers, but many survey respondents and case study participants believed their support was inadequate. In response to the statement 'I received adequate support from the department of education during the relocation process', 26 percent of survey respondents and one case study participant (Dave) agreed or strongly agreed while 38 percent of survey respondents and four case study participants (Ian, Jonathon, Richard and William) disagreed or strongly disagreed (variable B7ic). As such, the mean response for survey respondents was 2.74 (range of 1(SD)–5(SA)).



Comments from survey respondents about support received from the department of education included:

My first placement was on a grade level outside of my training. However, the DECCD found another placement after discussions. (155)

I felt valued and was consulted. (385)

Proportionally, however, more comments were made by survey respondents about the lack of support received from the department of education—these comments included:

The Department weren't [sic] a great help—we are too isolated anyway. (49)

DECCD offered me no real support. (93)

I strongly criticise the lack of professional guidance and support from the Ed Dept. (222)

DECCD did very little to support. (328)

DECCD was not very helpful when I moved—they were 'unavailable' to answer some of my questions so I had to rely on other teachers who had recently moved. (494)

No contact. (508)

What support! A seminar ... Ha ha. (522)

Thus, many teachers felt the system could have provided more support to them upon relocation.

Survey respondents were more likely to agree they received adequate support from the department of education during the relocation process if they relocated voluntarily, had control over the transfer process, relocated from a district high school, relocated from a category A school, had taught for many years, held the position of principal before or after relocation, or experienced a broadening of roles and responsibilities (see Tables 6.1 and 6.2). In comparison, survey respondents were more likely to disagree they received adequate support from the department of education during the relocation process if they relocated involuntarily, lacked control over the transfer process, relocated from a senior secondary college, had taught for only a few years, held the position of classroom teacher before or after relocation, or experienced a narrowing of roles and responsibilities (see Tables 6.1 and 6.2).

**Table 6.1:** Pearson’s correlation statistics for survey respondents—received adequate support from department of education during relocation (SD–SA) with other variables.

| Variable (range)  | r value | p value |
|---|---------|---------|
| Reason for relocation (involuntary–voluntary)             | 0.2658  | 0.000   |
| Had control over transfer process (SD–SA)                 | 0.3368  | 0.000   |
| Relocation experience (negative–positive)                 | 0.4211  | 0.000   |
| Drop in teaching quality upon relocation (none–sharp)     | -0.2335 | 0.000   |
| Change in overall teaching quality (decline–growth)       | 0.1940  | 0.000   |
| Years taught (1–5 – >25)                                  | 0.1524  | 0.005   |
| Change in roles and responsibilities (narrowed–broadened) | 0.1781  | 0.001   |

**Table 6.2:** One sample t-test results for survey respondents—received adequate support from department of education during relocation with other variable components.

| Component                             | Component Mean | Population Mean | t value | p value |
|---------------------------------------|----------------|-----------------|---------|---------|
| Relocated from a district high school | 3.2059         | 2.7418          | 2.47    | 0.019   |
| Relocated from a college              | 2.3333         | 2.7418          | -2.18   | 0.040   |
| Relocated from a category A school    | 3.0870         | 2.7523          | 2.04    | 0.047   |
| Classroom teacher before relocation   | 2.4359         | 2.7403          | -2.65   | 0.010   |
| Principal before relocation           | 3.4074         | 2.7403          | 4.11    | 0.000   |
| Classroom teacher after relocation    | 2.4000         | 2.7455          | -2.95   | 0.004   |
| Principal after relocation            | 3.4688         | 2.7455          | 3.80    | 0.001   |

Teachers who relocated voluntarily and had control over the transfer process, as compared to those who relocated involuntarily and lacked control over the transfer process, were more likely to agree they received adequate support from the department of education because they sought assistance from the department of education to obtain their relocation. Teachers who relocated from a district high school or category A school, as compared to those who relocated from a senior secondary college, were more likely to agree they received adequate support from the department of education because teachers in district high schools (usually category A or category B) and category A schools could choose where they were relocated to (usually a non-category A/B school), whereas teachers in senior secondary colleges had limited choice regarding their relocation. Teachers who had taught for many years or who held the position of principal before or after relocation, as compared to those who had taught for only a few years or who held the position of classroom teacher before or after relocation, were more likely to agree they received adequate support from the department of education as they were more likely to be in a promoted position and so had greater access to the resources of the department of education, or knew better how to access those resources. Similarly, for teachers whose roles and responsibilities broadened, as compared to those whose roles and responsibilities narrowed—they were more likely to agree they received adequate support from the department of

education because they were in a promoted position and so were in a better bargaining position.

Interestingly, adequate support received from the department of education did not correlate with type of relocation. That is, there was no difference in responses as to whether relocation was due to transfer or promotion. The important difference was whether or not the relocation was requested.

Some relocated teachers did not expect any support from the system. For example, Peter did not answer the question on the survey related to receiving support from the department of education, instead he commented:

I didn't expect any. What can they do? (Peter)

Other relocated teachers did not need any support from the system. One survey respondent commented:

I didn't need any [support] from DECCD. (217)

Types of appropriate support which education systems can provide for relocated teachers include assistance with moving residence, equitable and considerate implementation of transfers and promotions, provision for teachers to have some control over their relocation, and professional development.

## Moving Residence

Teachers who were relocated away from home (see Chapter 4, Changes in Context from page 96) often sought financial support. Some teachers received this support—for example, one survey respondent commented:

We had to 'fight' [the] DECCD for relocation expenses which we got in the end. (449)

Yet other relocated teachers did not receive this support. For example, one teacher who moved from Lorikeet High School (52 kilometres from her residence at Bandicoot) to Koala High School (170 kilometres from her residence) where she had to maintain a second residence commented:

... it caused great sadness, expense and disrupted our lives—I was not compensated in any way. (87)

In addition, support in finding accommodation upon relocation, at least temporary accommodation, would have been welcomed by some teachers. For example, one survey respondent commented:

District Office was most unhelpful in helping me to find accommodation for my family when we moved from Drongo to Koel. Their view was "You

chose the promotion—it's your problem. We don't have department housing." No information about funding for financial hardship was given, even though it was available if you asked the right questions. Most people in private enterprise when promoted are given assistance and made to feel valued. I felt like I was being punished. (51)

This support would have been helpful particularly for those teachers who were notified of their relocation close to the time they needed to move. As another survey respondent commented:

The transfer process made it very apparent to me that the DECCD did not care or value you as an employee, in fact one DECCD officer stated "the needs of your family is [sic] not our concern; we employ you not your family." To officially notify an employee in December that they are being relocated (definitely) is insufficient time frame to enable sale and purchase of a new home and to allow settling time for a family. My interview in May '96 was months before and some consideration needs to be given to the needs of people relocated to different districts. (522)

Thus, teachers who relocated considerable distances and had to move residence required adequate notice of relocation to be given and some required financial assistance with removal costs and assistance with finding accommodation.

## **Implementing the Transfer Policy**

Many teachers made comments on the implementation of the Transfer Policy and the support they did or did not receive from the department as part of their transfer process. They stressed the importance of consultation and effective communication with regard to the implementation of the Transfer Policy.

Whilst I expressed a willingness to transfer and had the option of nominating several preferred Districts for placement, I was not consulted further until I was told the school to which I was to be transferred. My previous position was advertised and filled prior to this information being provided. Even the chairperson of my school council knew more than me!! (22)

There was no interview conducted with those seeking transfers from difficult to staff schools prior to appointment. (62)

The department is inconsistent with its implementation and does not consult and discuss the merits of certain transfer. My transfer was protracted and not well organised and became a nasty experience. (212)

There was confusion between what the Senior Staff were told I had requested and what I had requested. They thought I was experienced with team teaching—and had requested a teacher who was—and I had no experience and had never requested a team teaching situation. (256)

I requested 0.6 to 0.8 FTE part time employment closer to home. I was told (not offered) that I was 0.5 FTE—there was no negotiation until I got a little 'excited' with DECCD. I feel it would have been much better had they offered me ... rather than said "you will!". (414)

What I experienced was not 'negotiation', it was a directive from the department that I would be sent to a west coast school, requiring a change of residence because I was single. In my initial interview, there was no mention of having to change residence; the letter stating that I would arrived several weeks later. Personal reasons did not seem relevant to the interviewer, just filling the needs of the department, in either interview. (572)

The last year at college wasn't all that pleasant with the sword of Damocles hanging over you and not really knowing what was going on. (Richard, 13/12/96)

Relocated teachers also stressed the importance of equity (ie, fairness) regarding the implementation of the Transfer Policy.

I believe in equity for all. I'm happy to go along with the Transfer Policy if this happens. Unfortunately this often isn't the case. (142)

The Transfer Policy is a good thing but it should be carried out fairly. In my case I don't think it was. They (the Skink district personnel) couldn't have cared less! (196)

A belief that the Transfer Policy was not being implemented fairly was voiced by several survey respondents, including:

It works more effectively for those who make the most 'noise'. (1)

There has been no consistency in approach. Teachers are being shuffled around for no purpose other than 'time is up'—no advantage for schools, children or teachers. (84)

It would appear to be unfair to students and teachers. Some teachers are being forced to move and others are not. (93)

The Policy continues to be too unpredictable/subjective and only implemented as it suits a number of teachers. (137)

Implementation is dependent upon the whims of certain individuals—if they wish to assist they will, if they do not wish to assist you they will create unnecessary obstacles for you to overcome and for you to challenge! eg, Principal, Superintendents and District Office personnel from where I was in another district prior to transferring to my current district. (171)

The implementation of Transfer Policies are never fair—some people have favour and are advantaged; some people get a raw deal ... (216)

The policy is inequitably applied. It is open to and suffers from manipulation by individuals. (302)

Very inconsistent in its implementation. Makes individuals feel very isolated and unvalued. (333)

It is inconsistently applied. (451)

There seems to me to be a large amount of inequity in who is transferred and when. Teachers in the same school as I was, with the same years of service there, have been given extensions and even reassignments, but these options were not allowed in my case. (528)

Some respondents felt the Transfer Policy was unfair on single teachers as teachers with a partner in paid employment could not be involuntarily transferred further than 65 kilometres from their residence.

As a recently separated person I felt threatened with a move away from my home as there was no longer a husband's work place to be taken into consideration. However, I still have 3 children at home going to school. (6)

It gives no thought to individual needs. It also prejudices single teachers (as in unmarried). (54)

Although I was not directly affected, I was (still am!) highly offended by the blatant discrimination against singles. Whilst there was much hue & cry over cases of a married person, whose spouse had work commitments outside the [department], being transferred to another school beyond commuting distance, there seemed to be an assumption that this was entirely appropriate if the teacher was single. The department (and the union!) seemed to value the lifestyle choices of married people more than those of singles. To my mind the married employees had exactly the same choice as the singles (largely an economic one)—accept the transfer with all its inconveniences or resign. (592)

Furthermore, relocated teachers stressed the importance of flexibility regarding implementation of the Transfer Policy such that individual teachers' circumstances are taken into account.

It can have adverse effect on the individual when applied in a hard and fast way—merely to meet the ruling of the policy. (79)

... I believe other considerations and criteria should be addressed other than the number of years in one school eg, age of teacher (nearing retirement), expertise of teacher, living location. (129)

Teachers who are close to retirement should not be forced to transfer to a new school if they feel really uncomfortable about it. (265)

I strongly agree with the process providing careful consideration is given to individual situations. (296)

As far as just upping people and moving them, you've got to look at the teachers you're moving. (Dave, 8/5/96)

And it should be for particular reasons, it shouldn't just be because they've been in an institution for a certain length of time. I think there's got to be lots of other factors taken into account. Their contribution, their ideas, their flexibility, their ability to change, accept change. All of those should be taken into account before they're actually told to move. (William, 23/5/96)

People working within a bureaucratic system, including teachers working within a state teaching service, like to know they are considered as individuals by the hierarchy, not just 'plugs to fill holes' or 'numbers'.

To support transferring teachers, the review process needed to treat teachers as individuals, not 'numbers'. As one survey respondent commented with respect to the implementation of the Transfer Policy:

Humanity is out, politicisation is in! We are all employee numbers now.  
(48)

The concerns, situation, skills, etcetera of teachers needed to be taken into account when reviewing them for transfer, reassignment, or extension. However, this was not always possible and treating teachers as individuals sometimes meant all teachers were not treated equitably.

Similarly, transferring teachers should have been matched to the staff profile of the school to which they were transferred by taking their individual needs and circumstances into account. This 'matching' was necessary, especially if teachers were transferred across sectors or it was likely, for some other reason, they would find the transfer difficult. In particular, teachers transferring out of a college into a high school or district high school (eg, Richard) were seen to require relocation to a school which suited them since the cultures of these school sectors are disparate, especially with respect to student behaviour (see Chapter 4, Changes in Context from page 96).

Many teachers felt the reasons for the transfer were not fully explained to them.

It should be explained clearly to teachers why they are being transferred, ie, apart from the fact that they have been at school x for so many years. Whose needs are being met? (191)

Mindless and ideologically driven. Inequitable. I have still to be given a clear and logical explanation for my move so I find the whole affair somewhat puzzling. (220)

If teachers felt they did not fully understand why there were transferred it sometimes impacted on their self-confidence and self-esteem (see Chapter 4, Impact of Relocation on Teachers from page 111). As one survey respondent commented:

I felt rather insecure—felt as though I was easily replaceable and that my skills and the way I operated weren't satisfactory. Bluntly, I felt as though I had worked my butt off but had been kicked in the teeth. It hurt. Particularly when some teachers in a similar situation at my school were given re-assignments for 5 years! They must have been more valued.  
(404)

Similarly, seemingly inequitable transfers sometimes engendered strong feelings among staff.

If the Policy had been implemented correctly I would have no problems with it. However to firstly give a one year extension to the shortest serving staff member in 1995 and then transfer only one person the following year when others had been there longer is not a true implementation. It was purely to eradicate an 'unwanted' person. (230)

Furthermore, relocated teachers should have been notified of their transfer as soon as possible.

When transfers were announced I was not placed at any school even though I had co-operated with all procedures with the transfer policy. I was given 24 hours to accept the school I am now at. I found this to be stressful especially at the end of the year, when I'd been told I would receive a transfer under the new policy. Also the school offered was not in the district that I had requested yet I was assured there would be no problem crossing districts. (441)

In 1995 and 1996 a support program, the Change of Workplace Workshop, was run by the department for teachers relocated at the end of the school year as a result of the Transfer Policy. This program involved workshops on change management and personal/professional planning (Cowley et al, 1997). It was viewed as helpful for some teachers, especially those who were apprehensive about transfer. For example, one survey respondent commented:

A seminar for relocated teachers (held prior to relocation) was very good. (560)

Other relocated teachers found the program unhelpful. For example, one survey respondent commented:

I attended a day, prior to my transfer, that was designed to cushion any difficulties in physical move which we all appreciated but I could have used to great value some time discussing/exploring the curriculum of a different age group of pupils, with other professionals instead of using most of my "holiday" in isolation investigating the learning areas. (364)

Yet, several respondents did find the support program useful for meeting other teachers who were 'in the same boat' as them.

There was the seminar at the end of last year which was looking at ways of ... settling into a new school ... it really didn't help me much at all, it was a matter of if you really had hassles about leaving there may have been a few really useful strategies there. But I thought it didn't really do me much good ... I guess the other thing would be that it just put you all together and just the fact that you could then talk to each other about how they felt and how you felt, I think that was a positive thing. (Dave, 8/5/96)

A waste of time ... I thought it was a bit of a propaganda exercise from the department's view, because they had people there who had requested a transfer and were very happy they were being transferred and they put them in with the rest of us who were being involuntarily transferred ... in that respect I thought that was a bit of a propaganda exercise. I suppose it was interesting meeting people in the same situation, and the fact that a



lot of them were a lot worse off than I was, that's for sure, in terms of their moves and where they were going and some people didn't even know where they were going. (Richard, 30/11/95)

Therefore, the Change of Workplace Workshop, like some other support structures, did not provide the intended support to all teachers. Two survey respondents indicated relocated teachers should have been notified about the program earlier.

'Change of Workplace Seminar' was conducted prior to appointment. Appointments were released too late in the year. (62)

The workshop held for teachers relocated was very positive but not advertised early enough for people to attend. A follow-up after relocation should have taken place. (170)

Thus, another way of supporting transferring teachers would have been to follow up with them after relocation to see how they were adjusting to their new school. Relocated teachers often lacked this support. For example, one survey respondent commented:

Once accepted from the [department] in writing I never heard from them again except for a "How you going?" by the new district super[intendent] the first weeks back in. My transfer papers appointing me to this school arrived 2 weeks AFTER I started work. (450)

Thus, to support teachers during their review process, they needed to be treated as individuals yet implementation of the Transfer Policy needed to be equitable, lines of communication needed to be kept open, they needed to be consulted, they needed to understand the reasons for their transfer, and their support needed to be appropriate and ongoing. With the implementation of the recommendations of *The Annual Staffing Process Statewide Implementation Guidelines* (Department of Education, Community & Cultural Development, 1997) for transfers in 1997/98 many of these issues were addressed to some extent by involving the Principal more in the review process. However, as mentioned in Chapter 1 (see Implementation of the Transfer Policy from page 9), the support program run by the department was limited in its scope due to budget constraints.

## Implementing Promotions

Teachers who relocated due to promotion also required support from the system. As one survey respondent commented:

Promoted staff also need support with follow up, etc. (124)

Some newly promoted principals commented they required and expected extra support from the department of education upon relocation. For example, one survey respondent commented:

Promotion to the position of Principal requires, I believe, considerable support from the DECCD. This support needs to be carefully thought through and implemented. (466)

Some principals received this support at the district level—for example, one survey respondent commented:

The support given came from a cluster of Principals from nearby schools. The mentor group assisted me immensely. The support gained from Arthur District office was exceptional. (397)

However, other principals did not receive any support from the system. For example, one survey respondent commented:

NO support from the DECCD in terms of an orientation program for new principals. (125, emphasis in original)

Yet other principals preferred to be 'left alone' by the department whilst they established themselves in their new school.

The Superintendent of my new District has been most supportive. She left me alone! This was good because it gave me time to adjust to my new school, get to know my staff and to establish myself in my new community. (22)

For some teachers the promotions process was too slow or promotion occurred at an inopportune time (eg, during the school year).

Moving mid-year made difficulties for all—both the school and me. This issue wouldn't have arisen if not for the fact the promotion process took 8.5 months!! Incredible but true! (343)

... I'm a bit unhappy about it happening half way through the year. I think that's letting the kids down and I've tried to negotiate for it to happen at the end of the school year, but, it's not possible. (Peter, 10-11/5/95)

Thus, senior staff required different levels of support. The department needed to be aware of the needs of its senior staff upon relocation—not only principals, but assistant principals, AST3s and AST2s also required support upon relocation. Some of this support could best have been offered by the department—for example, support related to the implementation of the promotions process.

## **Control Over Relocation**

Just as people like to have control over their own lives, relocated teachers liked to have some control over their relocation—as relocated teachers commented:

I truly believe that there needs to be choice and control when teachers are asked to relocate. This needs to be part of the 'culture' of employment. (397)

I wished to control my transfer and so requested a move. (511)

I don't like change that I don't have control over. If I'm in control of it and it's going at the pace that I'm happy with, then that's okay. (Jonathon, 13/12/95)

In response to the statement 'I had control over my transfer process', 56 percent of survey respondents and three case study participants (Dave, Norman and Richard) disagreed or strongly disagreed, while 36 percent of survey respondents and three case study participants (Jonathon, Peter and William) agreed or strongly agreed (variable B5ia). Thus, more teachers felt they lacked control than had control.

The Transfer Policy allowed some teachers to have a degree of control over their relocation, especially those who transferred from category A and B schools. For example, one survey respondent commented:

I'm pleased to have a say in where I wanted to go. This does not always happen when you are just a normal classroom teacher. (552)

Several teachers took control of their relocation process by requesting a move under the Transfer Policy when they knew there was a good chance of being relocated to the school they wanted to go to—they did not want to wait until they were 'pushed'.

Requested a transfer, but not to the school I was sent to. Had been at previous school 9 years and was up for transfer anyway. (165)

I had taught at one school for 9 years; and consequently was up for "review". I knew I needed a challenge and used this point to achieve my preferred option. (240)

I chose to move but one of the motivating factors to change was to move where and when I wanted before the transfer policy caught up with me and forced a move. (328)

It was an advantage to complete my cat[egory] A time now, rather than when I am close to the end of my career. (395)

Applied for a transfer in accordance with the Transfer Policy ie I had spent 3 years in Category B schools. (501)

Applied specifically for my 'new' school after 21 yrs at previous school. Time was 'right' for a move. (542)

I felt the time was right this year to apply for a transfer, and particularly under the Transfer Policy I felt as if I would have a good chance of getting what I wanted ... they were a couple of reasons I finally decided to apply for transfer. (Ian, 7/11/95)

There was basically none [ie, control]. So when I applied for transfer ... I sort of jumped instead of waiting to be pushed. I thought I may as well get in while I can, while there's some places. (Norman, 24/5/96)

Other relocated teachers were glad they were ‘pushed’. One survey respondent commented:

The push came at the right time. Maybe I should have made the request.  
(364)

Survey respondents were more likely to agree they had control over the transfer process if they relocated voluntarily, relocated due to promotion, received adequate support (including from the department of education— $r=0.3368$ ,  $p=0.000$ ), relocated from a district high school, relocated from a category B school, relocated to a category A school, changed school categories, had taught in their previous school for only a few years, held the position of assistant principal or principal before relocation, held an acting position before relocation, held a promoted position after relocation, held an acting position after relocation, or experienced a broadening of roles and responsibilities (see Tables 6.3 and 6.4). In comparison, survey respondents were more likely to disagree they had control over the transfer process if they relocated involuntarily, relocated due to the Transfer Policy, did not receive adequate support, had taught in their previous school for many years, were demoted, held a non-promoted position after relocation, or experienced a narrowing of roles and responsibilities (see Tables 6.3 and 6.4).

Teachers who relocated voluntarily or due to promotion, as compared to those who relocated involuntarily or due to the Transfer Policy, were more likely to agree they had control over the transfer process because they sought the relocation. Teachers who received adequate support, as compared to those who did not receive adequate support, were more likely to agree they had control over the transfer process because they received assistance from the department of education. Teachers who had taught in their previous school for only a few years, as compared to those who had taught in their previous school for many years, were more likely to agree they had control over the transfer process because they had taken the initiative to relocate. Teachers who were demoted or held a non-promoted position after relocation, as compared to those who were promoted or held a promoted position after relocation, were more likely to disagree they had control over the transfer process because they were more likely to have relocated involuntarily under the Transfer Policy. Teachers whose roles and responsibilities broadened, as compared to those whose roles and responsibilities narrowed, were more likely to agree they had control over the transfer process because they were more likely to be in a promoted position. Teachers who changed school categories were likely to agree they had control over the transfer process because under the Transfer Policy, relocation from or to category A or B schools necessitated negotiation and discussion.

**Table 6.3:** Pearson's correlation statistics for survey respondents—had control over transfer process (SD-SA) with other variables.

| Variable (range)  | r value | p value |
|---|---------|---------|
| Reason for relocation (involuntary–voluntary)             | 0.5691  | 0.000   |
| Relocation experience (negative–positive)                 | 0.3846  | 0.000   |
| Support received (not adequate–adequate)                  | 0.3273  | 0.000   |
| Drop in teaching quality upon relocation (none–sharp)     | -0.1238 | 0.032   |
| Change in overall teaching quality (decline–growth)       | 0.1217  | 0.035   |
| Change in school (same–different)                         | 0.1371  | 0.017   |
| Years taught in previous school (1–5 – >25)               | -0.1790 | 0.001   |
| Change in position (demotion–promotion)                   | 0.1976  | 0.000   |
| Change in roles and responsibilities (narrowed–broadened) | 0.1781  | 0.001   |

**Table 6.4:** One sample t-test results for survey respondents—had control over the transfer process with other variable components.

| Component                             | Component Mean | Population Mean | t value | p value |
|---------------------------------------|----------------|-----------------|---------|---------|
| Relocated due to promotion            | 4.3175         | 3.1956          | 9.57    | 0.000   |
| Relocated due to transfer policy      | 2.9173         | 3.1956          | -3.13   | 0.002   |
| Relocated from a district high school | 3.8182         | 3.1930          | 2.65    | 0.012   |
| Relocated from a category B school    | 3.9375         | 3.2295          | 2.52    | 0.024   |
| Relocated to a category A school      | 4.1389         | 3.1930          | 4.93    | 0.000   |
| Changed school categories             | 3.6506         | 3.2295          | 2.89    | 0.005   |
| Assistant principal before relocation | 4.0000         | 3.1885          | 2.53    | 0.026   |
| Principal before relocation           | 4.0800         | 3.1885          | 3.87    | 0.001   |
| Acting position before relocation     | 3.5882         | 3.1956          | 2.13    | 0.038   |
| Teacher after relocation              | 2.8358         | 3.1923          | -2.07   | 0.042   |
| AST1 after relocation                 | 2.8790         | 3.1923          | -2.74   | 0.007   |
| AST2 after relocation                 | 4.2500         | 3.1923          | 4.23    | 0.024   |
| AST3 after relocation                 | 3.9412         | 3.1923          | 3.88    | 0.000   |
| Assistant principal after relocation  | 4.3529         | 3.1923          | 6.82    | 0.000   |
| Principal after relocation            | 4.1429         | 3.1923          | 3.97    | 0.000   |
| Acting position after relocation      | 4.1429         | 3.1923          | 3.97    | 0.000   |
| Change in position                    | 3.8333         | 3.1923          | 4.02    | 0.000   |

Relocated teachers often reacted negatively when their limited control over the relocation process was undermined, especially if support was unavailable. Comments from survey respondents included:

[The Transfer Policy] must be fair in its implementation ... A lack of control over your own destiny increases feelings of frustration and low morale.  
(77)

I had limited control over my transfer, the Policy conditions were met so I went from category B to A school. Within that, my special needs regarding my family requirements were basically ignored and have generally been ignored every move, which has increased stress loads.  
(425)

I was promised a move from one district to another. At the last minute this did not happen. I did not get any schools of my choice. With my long service to the Education Dept I thought this unfair. (441)

Thus, teachers needed to be given a degree of control over their relocation process (eg, a choice of destination where possible) so negative reactions were minimised.

## **Professional Development**

The system provided professional development (PD) support to some relocated teachers—for example, one survey respondent commented:

Because I had not taught a pre-tertiary English course I was given a one day seminar with an experienced teacher in this area. This took place during the summer holidays. I was taken through the syllabus, given an idea of a time-plan for the year and tutored in a specialised area of the course. Invaluable! (191)

Much of this support was provided in cooperation with schools. However, many teachers felt they could have been provided with more professional development support from the department of education.

Upon my transfer I became a Flying Start teacher. I received no support from DECCD Support Staff prior to Social Skills Seminar in Term 2. No staff phoned, called or faxed to see how things were going, what I needed, etc. Support for new teachers to this role (from the [department]) was appalling!!! (62)

In my 1994 relocation I received inadequate support, very inadequate from DECCD ... and received no professional development. (330)

Moving into Special Ed requires enormous PD to understand abilities and disabilities. Small schools with small resources packages cannot afford this. I believe the DECCD needs to offer support. (484)

Relocated teachers asked to teach in new areas often required professional development in that content area, and this needed to be made available by the department. For example, in response to a survey question, William wrote:

No support was given to me on voluntary transfer although it was a major change for me ... No offer of PD (ie, extra training) when your skill base is to be altered. (William)

Thus, the system needed to offer more support to relocated teachers in the form of professional development. This professional development support would have been offered best in conjunction with the schools.

## **SUPPORT FROM THE SCHOOLS**

Much of the support relocated teachers received upon relocation was provided by the school they relocated to, though some support also was provided by the school they

relocated from. Support from schools was very important to relocated teachers. For example, one survey respondent commented:

The effects/results of relocation are really dependent on the atmosphere, staff, leadership and support systems of the school itself—not totally on the ability of the teacher. (475)

Seventy percent of survey respondents and two case study participants (Dave and Norman) agreed or strongly agreed they received adequate support from their new school during the relocation and settling in process; while 19 percent of survey respondents and five case study participants (Ian, Jonathon, Peter, Richard and William) disagreed or strongly disagreed they received adequate support from their new school (variable B7ia). Comments from relocated teachers about support they received from their new school included:

The school is small and support has been excellent. (76)

My new college is very supportive. (175)

New school has made me feel very welcome, with lots of support and respect for my teaching capabilities. (230)

The new school was extremely welcoming in every way. (233)

Echidna High School has been very supportive. (376)

The new school was very supportive and helpful. (528)

And there's a fair bit of support in anything you do, so from that aspect it's been pretty easy to settle in. (Dave, 8/5/96)

The school supported me really well and the department's been very considerate. The school's been very considerate, like for example, in what sort of classes they've given me. (Jonathon, 27/5/96)

Support has been good, it really has. It's there if you ask for it, if you want it ... the immediate support's there, that's not a problem. (Norman, 24/5/96)

Comments from survey respondents about the lack of support they received from their new school included:

My new school tried [to offer support] but as I was required on class all day everyday and senior staff were extremely busy I had only bandid help with an extremely difficult situation. I was also considered an excellent and experienced teacher and was therefore expected to be able to cope. (93)

Support was erratic and at times dismal. (109)

Schools are very busy places with funding stretched to the maximum. I believe that considering this it is extremely hard to provide the most appropriate support—I was relocated to a school with very little senior staff

off class time, only [a half] hour a week of non-contact time and at a time when one teacher was having stress counselling and leave on and off. Considering these factors I basically was left to get on with the job as best I could as others had higher perceived needs than my own. This was difficult but I survived! (377)

Survey respondents were more likely to agree they received adequate support from their new school during the relocation and settling in process if they relocated voluntarily, had control over the transfer process, held the position of principal before or after relocation, experienced a broadening of roles and responsibilities, or did not change school and teaching contexts (see Tables 6.5 and 6.6). In comparison, survey respondents were more likely to disagree they received adequate support from their new school during the relocation and settling in process if they relocated involuntarily, lacked control over the transfer process, experienced a narrowing of roles and responsibilities, or changed school and teaching contexts (see Table 6.5).

**Table 6.5:** Pearson’s correlation statistics for survey respondents—received adequate support from new school during relocation (SD–SA) with other variables.

| Variable (range)  | r value | p value |
|---|---------|---------|
| Reason for relocation (involuntary–voluntary)             | 0.2375  | 0.000   |
| Had control over transfer process (SD–SA)                 | 0.1862  | 0.001   |
| Relocation experience (negative–positive)                 | 0.4808  | 0.000   |
| Drop in teaching quality upon relocation (none–sharp)     | -0.2981 | 0.000   |
| Change in overall teaching quality (decline–growth)       | 0.2473  | 0.000   |
| Change in roles and responsibilities (narrowed–broadened) | 0.1439  | 0.007   |
| Change in context (same–different)                        | -0.1616 | 0.004   |

**Table 6.6:** One sample t-test results for survey respondents—received adequate support from new school during relocation with other variable components.

| Component                   | Component Mean | Population Mean | t value | p value |
|-----------------------------|----------------|-----------------|---------|---------|
| Principal before relocation | 4.0690         | 3.6533          | 2.42    | 0.022   |
| Principal after relocation  | 4.0588         | 3.6580          | 2.46    | 0.019   |

Teachers who relocated voluntarily and had control over the transfer process, as compared to those who relocated involuntarily and lacked control over the transfer process, were more likely to agree they received adequate support from their new school because they wanted to be there. Teachers whose roles and responsibilities broadened, as compared to those whose roles and responsibilities narrowed, were more likely to agree they received adequate support from their new school because they were in a position to access support. Teachers who changed school and teaching contexts, as compared to those who did not change school and teaching contexts, were more likely to disagree they received adequate support from their new school because they required more support to adjust to their new school environment and culture.



Teachers who held the position of principal before or after relocation were likely to agree they received adequate support from their new school as they would have looked for more support from the department of education than from their staff.

Relocated teachers received support from their new schools with respect to access and orientation, context, teacher loads, professional development, and resources. Each of these facets of support received are discussed in the following sections.

## Access and Orientation

Relocated teachers needed to have access to their new school prior to relocation and needed to be provided with some orientation into the school culture and functioning, perhaps through the provision of school documentation and/or an induction session—that is, they needed to undergo organisational socialisation (Thomas et al, 1997).

Many schools from which teachers relocated allowed them time off at the end of their time at that school to visit their new school. This form of support was helpful for many relocated teachers, but in some cases could have been improved—for example, the schools receiving the teachers needed to be prepared for the arrival of the incoming teachers and be able to provide them with some indication of the classes/subjects they would teach upon relocation. For example, Dave commented:

I came down and had a look at the school [Wallaroo HS] at the end of last year and at that stage there's not a real lot you can go away with. I went away having some idea of what I would be teaching. (Dave, 8/5/96)

Jonathon, believed that in order to gain an understanding of, *inter alia*, the school and student cultures at his new school, opportunities to view classes in action at the school prior to relocation would have been valuable.

So really what a good thing would have been to do would be to come in and actually look at some of the different classes and just reflect on the way that teachers operate here ... That would be helpful, would have been helpful to actually have some time to watch teachers in operation within the school ... To get the feel for the teacher-student culture, in hindsight. (Jonathon, 27/5/96)

This form of support needed to be optional, however, as some teachers did not wish to visit their new school previous to their start there, often due to existent familiarity with the school.

I did not really need support as I was familiar with the school. (91)

If it's Cassowary, I've been down there a couple of times, so I have walked around the place. But if I end up going somewhere that I haven't been ... I don't think I'll go there first of all. These days you go back three or four days before the kids come there, so I'd probably leave it until then to go down and look around and see who's there. (Ian, 7/11/95)

Upon arrival at their new school, relocated teachers needed to be able to gain access to and orient themselves to their new school prior to classes starting. Access to the new school before the school year started and during the school year out of school hours assisted teachers to organise and prepare themselves for their classes.

Excellent. I was given all that I needed before school started regarding policies, documents, keyset. The Principal and staff were friendly, I felt at home from the first day. I feel very lucky to have had such a great beginning here. (378)

However, limited access to the school did not assist teachers.

Oh, and then the other thing is, you couldn't get into school ... at the weekend or anything like that because they've got this security system and no one can get into the school ... So you can't do any work at weekends, I can't pop down and get myself organised ... Not even now ... so the access to the school makes it very hard for me to get on top of things. (Jonathon, 27/5/96)

For some teachers the process of orienting themselves to their new school was impeded by having to attend school professional development seminars in the week preceding the students' return to school for the year.

I was very frustrated, we had three professional development days before school started and I was extremely frustrated that those professional development things were taken up with professional development that I wasn't interested in. The ... best thing that I could have done to professionally develop myself was spend time planning in my new school ... Oh, incredibly frustrating that. (Ian, 7/5/96)

The first week was pretty traumatic because before school started all they did was bombard us with all this garbage that no one wanted to know about. You just wanted to know about what you were teaching and I didn't know what I was teaching and I didn't have time to think about it, and oh, it was awful, it was pretty traumatic. That was the most traumatic time, the first four days ... and I was wanting to get on and just get things organised. (Jonathon, 27/5/96)

Thus, allowing relocated teachers to opt out of these formal professional development sessions would have provided them with the necessary time and opportunity to orient themselves to their new school and to prepare for classes. Provision of appropriate school documentation and induction programs also was beneficial to incoming teachers to orient themselves to their new school.

### **School Documentation**

A tangible way in which schools provided support to incoming staff was to supply them with documentation about the school, its policies, procedures, routines, etcetera, either prior to or upon their arrival. Yet, not all teachers received this information.

Routines, procedures and policy were not readily disseminated. You learnt the art of questioning as routines etc were set in cement. (170)

Policy handbooks etc were not apparent in my early days—gradually acquiring them now. (247)

Some staff were excellent but the school itself had few support structures, and none that worked particularly well in explaining procedures, processes, etc. (511)

In addition, the information received from different sources sometimes conflicted and some knowledge was tacit.

As in all schools there's a set of written rules and then there's the ones that everyone follows. So one teacher will tell you one thing and someone else will tell you the other and you've got to find out by trial and error how the school runs. And virtually nothing was provided here [Potoroo HS] for new teachers, I got nothing apart from one page on the school rules and that was about it ... that makes it difficult. (Richard, 9/5/96)

Furthermore, the information provided in this school documentation needed to be up to date.

Experienced staff can clarify a position, query etc easily and verbally in minutes. Provisions in huge poorly organised, out of date 'handbooks' are useless as a tool to aid in relocation. (216)

This orientation information was provided through induction sessions in some schools.

### **Induction**

Orientation to a school was achieved in some schools through induction, often a high priority for schools with a high turnover of staff.

You would find it difficult to find a more supportive school than this one [a category A school]. The induction program for new staff is a very high school priority. (394)

Mentoring systems were implemented in other schools, and some schools provided both induction and mentoring:

The support I received from existing staff and senior staff is highly commendable. It commenced with an orientation day for new staff members, who were assigned to a mentor. The Principal and Assistant Principal supported me in establishing discipline and professional development. (129)

Formal induction sessions were useful in introducing new staff members to each other.

First or second day we were here all the new teachers were sort of dragged across to the library, given the layout of the library and reports and that we discussed. And again there it was good to be able to identify

those staff that were new to the school. And so ... from that aspect it's been good. (Dave, 8/5/96)

These formal induction sessions, once again, needed to be optional and run at an appropriate time, perhaps in place of the more formal professional development that occurred in schools at the beginning of a school year.

We even went through a teacher induction thing at the school. It was interesting, but I would have much preferred to have spent the three hours organising myself ... something less formal, but then I know there is people who like that. You get down and you get in a group of new teachers and they tell you about the intake and they tell you about when the buses go and they tell you about where the canteen is and where the duty areas are and what we do here, there and everywhere and I just wasn't interested ... Oh it was probably useful ... I probably got frustrated with it because I think that happened on the Wednesday morning and I'd had two days of [professional development] ... if I'd have had Monday and Tuesday to organise my stuff I would have been happy on Wednesday morning to have gone to this thing because I'd have felt as if I'd have been organised, "Okay I've got my timetable, I know I've got grade 9 science, I've had time to organise what I'm going to do, yeah I'll go to that seminar, that would be good." (Ian, 7/5/96)

Induction was less formal in other schools. In many cases senior staff members informally oriented new staff members into the school by acting as mentors. One survey respondent commented positively about the support she received from staff at her new school upon relocation:

Mentoring from other senior staff. Willingness of staff to assist me with my role. Viewed as a person capable of making contributions from day one. (518)

A problem with senior staff acting as mentors, however, was that senior staff often were too busy to provide adequate mentoring.

He [the principal] is mentoring me, he's mentoring me, but because ... he's fairly disorganised and is totally under stress because of all these staff changes and all this stuff ... he hasn't been able to do a great deal. (Jonathon, 27/5/96)

In addition, in setting up a mentoring system it was important to match the incoming teacher with a suitable member of staff, otherwise the process did not provide the intended support. For example, one survey respondent commented:

Although I was given a mentor, the mentor was not my choice and I believe did not have the right personality to be my mentor as she was too dominating. (124)

Many relocated teachers, however, were not provided with formal or informal induction as these procedures often were restricted to beginning teachers or not available.

There was no induction program or official program of support for changing teachers to the school but the staff on an individual basis were very supportive. (55)

There was no structure in place to inform new staff of general routines/procedures in the school. (114)

School did not offer an induction program of any type as such a procedure is not a part of school culture. (171)

While the support was not active, ie planned or deliberated as [for example] provision of a mentor, when I sought assistance it was there, and usually quite readily. (216)

Too little orientation. (William)

Additionally, teachers who relocated into a new school part way through a school year (eg, Peter) usually were not provided with any formal induction or mentoring. One survey respondent commented:

Moving in late in a year into a senior position meant people forgot you were new to many things ... Job description and being taken through procedure, protocols and appropriate practices would have helped ... (26)

However, survey responses did not indicate any difference regarding adequate support from their new school overall for teachers who relocated during the year as compared to those who relocated at the beginning of the year.

Thus, relocated teachers were inducted into their new school either formally, informally, or not at all. Induction processes, including mentoring, needed to be flexible and suited to the relocated teachers—that is, both institutional and individual socialisation processes need to be provided on an optional basis.

## **Context**

Relocated teachers required a supportive school and teaching context in order to quickly settle in at their new school. This school and teaching context incorporated both the cultural and physical aspects of their school (see Chapter 4, Changes in Context from page 96).

## **School Culture**

The school cultures teachers relocated from and to impacted on how they coped with the relocation. For example, one survey respondent commented:

I have seen a number of effective teachers in one school struggle to come to terms with the culture of their new school. This has led to feelings of inadequacy, a loss of confidence and, in some cases, fairly serious cases of stress. (125)

In response to the statement ‘I found it difficult to fit with the culture of my new school upon relocation’, 61 percent of survey respondents and two case study participants (Dave and William) strongly disagreed or disagreed while 26 percent of survey respondents and five case study participants (Ian, Jonathon, Norman, Peter and Richard) agreed or strongly agreed (variable B7ie). Thus, the majority of survey respondents found it easy to fit with their new school culture, while the majority of case study participants found it difficult to do so. Teachers who found it difficult to fit with their new school culture required support. One survey respondent commented about the difficulties of relocation due to different school cultures:

I was expected to teach a new subject and I found it difficult to fit into the culture ... (330)

Another survey respondent commented about his lack of need for support due to similar school cultures:

I am an experienced principal so moving to a school remarkably similar in size and culture so I could be expected that I would need little assistance in such a move. (430)

Survey respondents were more likely to agree they found it difficult to fit with the culture of their new school upon relocation if they relocated involuntarily, agreed the cultures of the schools were very different, relocated to a high school, relocated in 1995, held the position of AST3 before relocation, experienced a narrowing of roles and responsibilities, or changed school and teaching contexts (see Tables 6.7 and 6.8).

**Table 6.7:** Pearson’s correlation statistics for survey respondents—difficult to fit with culture of new school (SD–SA) with other variables.

| Variable (range)  | r value | p value |
|---|---------|---------|
| Reason for relocation (involuntary–voluntary)             | -0.2545 | 0.000   |
| School culture very different (SD–SA)                     | 0.3077  | 0.000   |
| Had control over transfer process (SD–SA)                 | -0.2325 | 0.000   |
| Relocation experience (negative–positive)                 | -0.6080 | 0.000   |
| Drop in teaching quality upon relocation (none–sharp)     | 0.4740  | 0.000   |
| Change in overall teaching quality (decline–growth)       | -0.3711 | 0.000   |
| Year of relocation (1995–1997)                            | -0.1218 | 0.023   |
| Change in roles and responsibilities (narrowed–broadened) | -0.1471 | 0.006   |
| Change in context (same–different)                        | 0.1882  | 0.001   |

**Table 6.8:** One sample t-test results for survey respondents—difficult to fit with culture of new school with other variable components.

| Component                     | Component Mean | Population Mean | t value | p value |
|-------------------------------|----------------|-----------------|---------|---------|
| Relocated to a primary school | 2.2959         | 2.4886          | -2.13   | 0.035   |
| Relocated to a high school    | 2.8685         | 2.4886          | 3.34    | 0.001   |
| AST3 before relocation        | 2.9111         | 2.4899          | 2.28    | 0.028   |

In comparison, survey respondents were more likely to disagree they found it difficult to fit with the culture of their new school upon relocation if they relocated voluntarily, disagreed the cultures of the schools were very different, relocated to a primary school, relocated in 1997, experienced a broadening of roles and responsibilities, or did not change school and teaching contexts (see Tables 6.7 and 6.8)

Teachers who relocated involuntarily, as compared to those who relocated voluntarily, were more likely to agree they found it difficult to fit with the culture of their new school because they were not prepared for change. Teachers who agreed the cultures of the school were very different and changed school and teaching contexts, as compared to those who disagreed the cultures of the schools were very different and did not change school and teaching contexts, were more likely to agree they found it difficult to fit with the culture of their new school because of the change in school cultures and environments. Teachers whose roles and responsibilities narrowed, as compared to those whose roles and responsibilities broadened, were more likely to agree they found it difficult to fit with the culture of their new school because they had less opportunity to gain a broad understanding of the school's operation and structure. Teachers who relocated in 1995, as compared to those who relocated in 1997, were more likely to agree they found it difficult to fit with the culture of their new school because they were more likely to have taught in their previous school for a long time.

This survey data was supported by the case studies—those case study participants who relocated between schools with very different cultures (eg, urban *cf* rural, college *cf* high school, or category A *cf* non-category A/B) found it more difficult to fit with the culture of their new school, with the exception of William who found it easy to fit with the culture of Bellbird College (a preferred school).

Adjustment to a new school culture was made more difficult if the new school culture did not match with the teacher's philosophy of teaching—for example, Norman made the following comment about an earlier relocation:

The first year at Numbat I guess I wasn't very happy. That was an awful year. But I'd gone from a small country school and I came to this place and it was just very large ... it just didn't suit me. It was very rigid and very organised and very inflexible, very traditional, very old styled and it just didn't suit me as a second year out teacher. I couldn't abide by it much, I didn't mind it, but I didn't really like it. (Norman, 15/12/95)

Teachers needed to understand the culture of their new school in order to settle in easily.

And it's taken me a while to realise that that's a different technique, thing that you do here. But that's to do with how the other teachers operate in the school, and the classes come to understand how a teacher operates. And if I do it differently it won't work. (Jonathon, 27/5/96)

A major part of the school culture relocated teachers quickly had to come to understand was the culture of the students.

### **Student Culture**

The culture of the students in a school made the relocation more or less difficult for teachers. In some schools, especially colleges and schools with a high turnover of staff, the students did not make it difficult for new teachers as these students were more used to having new teachers in the school, or they were new to the school themselves.

Perhaps kids down here [Pademelon HS] are a lot more accepting of different personalities because they do see so many people. (Ian, 7/11/95)

Additionally, in schools which developed a strong work ethic amongst students, the students were less likely to make it difficult for new teachers. A school that established a student culture of welcoming new staff members was a supportive school for incoming staff. Teachers who relocated into these schools found it easier to settle in.

Out on duty I just haven't had someone coming up and seeing how far they can go, that just hasn't happened [at Wallaroo HS]. And likewise with the classes that I've had, I really haven't had anyone that's pushed it too far. (Dave, 8/5/96)

They don't [try you out], I think quite frankly they've got better things to do, they really have got better things to do ... they're more mature. (Ian, 7/5/96)

In contrast, in some schools the student culture was to make it difficult for incoming teachers; students were reluctant to establish good working relationships with new teachers.

... the trauma and difficulty these days associated with beginning at a new school and students' lack of acceptance of new teachers. (80)

But these kids, they're taking people on, and that's a culture ... like that's a whole school culture. They're really giving people a hard time, relief teachers and they're well known for it here. I don't know about just putting your head down and saying, "Oh that's the way this place is," I'm not fully convinced that a place should be like that. But, basically not willing to offer, give people a chance, no respect at all, to start with. (Peter, 17/7/95)

Similarly, Dave commented regarding his relocation to Potoroo High School:

Every class you went into [at Potoroo HS], here's a new person, let's see what we can get away with. (Dave, 28/11/95)



Relocated teachers needed to be assisted in adapting to a new school culture (eg, through orientation, induction, mentoring, documentation). In addition, relocated teachers who found it difficult to fit with the student culture needed to be supported by the school; for example, the school could have attempted to change this problematic student culture and/or provided overt back up from senior staff for these teachers.

### **School Environment**

All schools in the state of Tasmania are designed differently physically—some are designed specifically to cater for the culture of the students attending those schools (eg, Pademelon HS); and some of the newer schools are more open plan than the older, more traditional schools (eg, Cassowary HS). Teachers relocated into an open plan school sometimes were concerned about teaching in that environment, while others welcomed the opportunity to observe other teachers teaching. For example, Jonathon was glad of the opportunity to observe other teachers when he relocated to Emu-Wren High School.

When we came here [Emu-Wren HS] ... there was [sic] open rooms and I learnt all about other teachers and all about teaching from other teachers here. I learnt all my teaching here ... I've learnt by watching other people. (Jonathon, 31/12/95)

Teachers who had concerns needed to be supported, perhaps by providing them, at least initially, with a more traditional classroom within the open plan design of the school.

Some teachers welcomed a change in size of the schools they relocated from and to (see Chapter 4, *Changes in Context* from page 96). However, for some relocated teachers a smaller school was isolating and unsupportive.

Working in small rural schools isolates one both professionally and personally. (446)

In comparison, a larger school often provided opportunities for specialist teachers.

New school provided opportunity for me to work in preferred area of teacher-librarianship for larger time allocation. Larger school with auxiliary staff enabled better use of my skills. (531)

In addition, teachers' allocated work space was important—where teachers' staffrooms were and who they shared them with were instrumental in how easily and well teachers settled into a school and how well they were able to fulfil their roles and responsibilities. New staff who were isolated from their colleagues were not supported.

I'm in this office here and all the maths/science teachers are down stairs and I've told them something's going to happen about that ... I know the

English/social science staff next door better than I know the maths/science staff. So it makes it very hard to work on, if you're going to make some changes, you've got to have some really fairly close relationship with the staff I would have thought, and it's very hard to do that when they're down stairs and I'm up stairs. (Jonathon, 27/5/96)

Thus, the design and size of a school and inappropriate allocation of workspace could make it more difficult for relocated teachers to settle in at their new school. Hence, schools needed to provide appropriate work spaces for relocated teachers and provide appropriate support for those teachers who relocated to larger or open plan schools.

## Loads

The administrative and teaching loads teachers were given upon relocation often impacted on their ability to settle in at their new school (see Chapter 4, Settling In from page 126). For example, Norman commented:

I found it a bit tough taking on effectively four new subjects first up.  
(Norman, 4/12/96)

Schools needed to support relocated teachers by providing them, if desired, with appropriate and moderate to light administrative and teaching loads, at least initially. Lighter loads enabled relocated teachers to 'find their feet' more quickly and easily and were recommended by several teachers.

I feel in my personal case, and probably anyone in the same circumstances as myself, a teacher would need a lighter than normal loading in their teaching—at least for the first term to learn the running of a large school. (79)

Better conditions are needed for those in non-preferred schools, eg lighter loads. (385)

I think that teachers who are transferred ought to be given a lighter load to help them, that's what I would strongly recommend. You're back in first year teacher mode, you really are, and the pressure, just the pressure of getting yourself organised for classes and ... just getting used to the culture of the school and getting used to the routines, and knowing where everything is. (Jonathon, 27/5/96)

Lighter loads pertained to either administration loads or teaching loads.

## Administration Load

As mentioned in Chapter 4 (see Professional Changes from page 99), relocated teachers who did not hold senior positions upon relocation often found their administration load was reduced, if only initially. Often they were no longer responsible for extra duties which they had undertaken at their previous school; for example, grade supervisor. One survey respondent commented:

As a new staff member I noticed that positions of responsibility (eg, co-ord[inator] of curriculum areas) have generally already been allocated and I therefore had a much lighter load in my new school. (562)

If these teachers were comfortable with this reduction in duties, that is, they did not feel it was a regressive career move, it often had positive results—for example, greater concentration on their teaching (see Chapter 4, Time Management from page 130).

Some teachers deliberately did not take on extra duties in their first year in order to adjust more quickly to their new school. Allowing relocated teachers the flexibility of choosing whether or not they took on extra responsibilities was one way their school could support them upon relocation. Not allowing this choice and giving relocated teachers extra responsibilities prevented them from fulfilling their teaching role to the best of their abilities, at least initially (see Chapter 5, Pedagogy from page 179).

Allocating teachers administrative roles outside their area of expertise also was non-supportive of schools. For example, Jonathon commented:

Things that have not helped are the position I'm in being in conflict with another AST3. Being in charge of an area that isn't my area of expertise. They've made an assumption that I'm maths/science and I'm not. (Jonathon, 27/5/96)

It also would have been beneficial for Jonathon not to have been put in co-charge of an area with someone who had a very different approach to teaching and administration. Thus, schools and their administrators needed to be aware of relocated teachers' preferences for taking on extra responsibilities and to provide a lighter load if appropriate. Correspondingly, the same support needed to be provided regarding teaching loads.

### Teaching Load

The teaching load teachers were given upon arrival at their new school had a large influence on how well and quickly they settled in. Teachers with difficult classes (eg, Peter) found it harder to settle in than teachers with manageable classes (eg, Dave). Also, teachers with a badly distributed or heavy load timetable found it more difficult to settle in than teachers with an evenly distributed or lighter load timetable.

So they're obviously setting me up to fail. I've got 7E science and maths, that's four periods each, so that's eight periods, I've got 8(2) science, that's for four periods, got a 9 science for four periods, 10 science for four periods and I've got another grade 8 science class for two of the four periods, which I think's got knobs on it, but I'll try and change that, I don't like that arrangement. (Jonathon, 13/12/95)

To support relocated teachers, schools needed to try to match their teaching load with their areas of expertise and grade preferences.

I think with new staff there needs to be much more consultation and support for them to give them some of those areas they feel they've got expertise in if that can be done. I really don't think a pre-tertiary subject should be foisted on any teacher who isn't well qualified in that area. But nowadays we're all being told we are teachers, and we can damn near teach anything we can put our minds to and we need to then go out and learn it. (William, 23/5/96)

Otherwise, the teachers experienced increased stress and frustration (see Chapter 4, Impact of Relocation on Teachers from page 111).

Many classes were suitable but I was given music classes with no training whatsoever in music. My complaints resulted in some classes being dropped but I still have 2 music lessons. I felt bad about having to create such a fuss about this upon entering a new school. (56)

Because I was given a grade level I am unused to I think I needed extra PD to come up to a better understanding and competence for the grade level. (315)

Some teachers 'fought hard' to avoid teaching classes out of their subject area. For example, one survey respondent commented:

I had to fight hard to avoid being required to teach an English class for which I am totally unprepared having come from a primary school to a high school as a teacher-librarian. (347)

In response to the statement 'I was allocated classes suitable to my experience and specialisation upon relocation', fourteen percent of survey respondents and four case study participants (Dave, Peter, Richard and William) disagreed or strongly disagreed while 75 percent of survey respondents and two case study participants (Ian and Norman) agreed or strongly agreed (variable B7id). Thus, the majority of survey respondents indicated they were allocated suitable classes upon relocation.

Survey respondents were more likely to agree they were allocated classes suitable to their experience and specialisation upon relocation if they relocated voluntarily, had control over the transfer process, did not change grade level, did not change subject area, or did not change teaching and school contexts (see Table 6.9). In comparison, survey respondents were more likely to disagree they were allocated suitable classes if they relocated involuntarily, lacked control over the transfer process, changed grade level, changed subject area, or changed teaching and school contexts (see Table 6.9).

Teachers who relocated voluntarily or had control over the transfer process, as compared to those who relocated involuntarily or lacked control over the transfer process, were more likely to agree they were allocated suitable classes because they were prepared for change and perhaps in a promoted position. Teachers who changed school and teaching contexts, as compared to those who did not change school and

teaching contexts, were more likely to disagree they were allocated suitable classes because they had more adjustments to make.

**Table 6.9:** Pearson’s correlation statistics for survey respondents—allocated suitable classes upon relocation (SD–SA) with other variables.

| Variable (range)                                      | r value | p value |
|---|---------|---------|
| Reason for relocation (involuntary–voluntary)         | 0.1744  | 0.001   |
| Had control over transfer process (SD–SA)             | 0.1398  | 0.015   |
| Relocation experience (negative–positive)             | 0.1689  | 0.002   |
| Drop in teaching quality upon relocation (none–sharp) | -0.1991 | 0.000   |
| Change in overall teaching quality (decline–growth)   | 0.1498  | 0.007   |
| Change in grade level (same–different)                | -0.1791 | 0.001   |
| Change in subject area (same–different)               | -0.2914 | 0.000   |
| Change in teaching area (same–different)              | -0.2888 | 0.000   |
| Change in context (same–different)                    | -0.1183 | 0.035   |

Not surprisingly, there was a correlation between survey responses to the statement regarding being allocated suitable classes and both change in grade level and change in subject area (see Table 6.9). These relationships were supported by the fact the three case study participants who indicated they strongly disagreed they were allocated suitable classes upon relocation all changed subject areas and grade levels for at least some classes upon relocation.

Teachers relocated to a high school who did not relocate from a college sometimes found it easier to establish good working relationships with grades 7 and 8 students, in comparison to grades 9 and 10 students, as these students also were new or relatively new to the school.

The fact that ... they've given me junior grades was significant, and I don't know whether that was by chance, but I don't think it was, I think it was on purpose ... And I know that that's really significant because there's a lot of teachers who have been transferred who are now out on stress leave because they had senior classes and they had difficult classes and things like that in some of these transfer situations. (Jonathon, 27/5/96)

However, teachers relocated to a high school who did relocate from a college sometimes found it easier to be given grades 9 and 10 classes in preference to grades 7 and 8 classes, as these students were closer in age to those they were accustomed to teaching.

Another way of supporting new teachers into a school was to timetable them onto parallel or cyclic classes as it resulted in less planning and preparation—as Hargreaves (1992) indicated, increased planning and preparation time is associated with improved quality of teaching.

Having the two [grade] 7s after each other and teaching them the same thing makes it a lot easier, and having the ... two grade 9 sciences and doing the same thing with both of them ... that makes life a lot easier. (Ian, 7/5/96)

Well a lot of first year people ... they try and double up, so S for instance who's moved here, she's got two Maths Applied and two Foundation Maths Applied, which is terrific, it gives you half the preparation. (Norman, 24/5/96)

Timetable wise is not a problem ... because they [classes] do cycle, that means there's less preparation. (Richard, 9/5/96)

However, this resulted in reduced interest for some teachers, so for them it was preferable if it was only a temporary arrangement whilst they settled in at their new school.

They rotate their classes every eight weeks, so you teach the same thing four times a year. That doesn't appeal to me in a great sense, but that's the way it's run, so you've got to fit in with that ... I taught three lines of the same subject here [Thylacine College], I got bored with it and opted out. Preparation and marking was very easy, but it just got so boring that you'd do the same thing three times in a row, it took the edge off teaching. (Richard, 30/11/95)

Teachers liked to know what classes they would be teaching upon relocation as soon as possible so they could prepare for them in advance. Teachers who were given late notice as to what their teaching load would be were unsupported by their school. However, this was sometimes unavoidable.

I don't know what I'm teaching next year. Whereas if I was staying here I'd have a fair idea of what I've got. (Dave, 28/11/95)

I think that probably the biggest hassle was, and it's ... a system problem ... it's just difficult to know what you were doing. So I arrived here [Bellbird College] something like on a Tuesday and the kids came to class a week and a bit later on the Thursday, so it was something like seven working days and during that time I really didn't know what my timetable was, until virtually hours before ... you couldn't really get involved and get preparing any work, because you were simply told don't bother because everything could change right up to the last minute. (Norman, 24/5/96)

In addition, teachers given too many classes were not supported—one survey respondent commented:

Received no support from senior staff, especially Principal, at new school for the problem of teaching 15 different classes. It took a long time and a lot of trying different avenues to achieve any result—nothing until term 2. No one else in the school had a timetable like mine, thus did not understand the problems associated, eg writing 375 reports at the end of year. (572)

Having a large number of classes made learning students' names and establishing relationships with students difficult. In response to the question about how much time

it had taken him to establish relationships with students at his new school, one survey respondent commented:

Arrived end of term 1. I was used as a relief [teacher] for 3 teachers on "rolling leaves". 5 weeks as one, 7 as another, 1 term as a third. 18 classes—only 2 in my preferred learning area! (343)

Those teachers who relocated to smaller schools, in particular district high schools, often were required to teach across several subject areas, across many grades, including early childhood and primary classes, and to teach composite classes. In some cases, these teachers received support, as was necessary—for example, one survey respondent commented:

I was satisfied to take a class combining grades 1, 2 and 3 even though I had not taught grade 3, but was provided with support from the other grade 3 teacher, so it is working okay. (173)

Furthermore, new teachers to a school sometimes were given the classes the established teachers did not want, or they were the only teacher of that subject at that level and so had no choice but to take the worst classes.

Teaching classes you had no say in getting is a big problem, ie getting landed with all the left-over classes and subjects. It's happened to me every year, eg getting all grade 7/8 classes, teaching out of area, etc. (54)

Some 'dirty tricks' were played with the timetable with me being given the lowest ability groups in the senior MDT classes (these also had phenomenally poor behaviour too.) (414)

I was given the class no-one wanted at my new school—last in, worst dressed! (501)

Usual story—new person cops the worst timetable. In a high school, I was told to teach 4 different subjects (trained in 2) to 15 different classes. In a school of approx[imately] 400 students, there were only about 50 students that I didn't teach. By the end of the year I still did not know everyone's name. My professionalism dropped, I went into 'survival' mode instead. (572)

The classes I had this year weren't all that great. I got lumbered with the leftovers basically I believe. (Richard, 13/12/96)

Similarly, with reference to his relocation to Potoroo High School, Dave commented:

Yeah, I guess being the new kid on the block I got all the classes that nobody else wanted. And I still have fond memories of my first science class here [Potoroo HS] in terms of the riff raff. And it was a grade 10 science class and nobody else wanted it so I got them. (Dave, 28/11/95)

Some teachers tried to turn this situation to their advantage.

The one plus that could come out of this is if I can make a go of a bloody awful timetable load after they've already had two teachers and I can turn

them around, it's a high risk strategy, but if I can do it, then that must say something. (Peter, 20/6/95)

Teachers given classes which included special needs students also needed extra support.

I've got the special ed[ucation] kids as well which I ... questioned, "Why are you giving them to my class, me not being in a high school for fourteen years?" And there didn't seem to be an answer to that, the only answer I got was, "Oh that's the good class and you've got it." ... Personally, I didn't think that was very appropriate to put those kids in with me ... I'm still coming to terms with that level [grade 7] full stop, let alone the ones with special needs as well. (Richard, 9/5/96)

Accordingly, relocated teachers should not have been given classes which were unsuitable for them with respect to either grade level, ability, student mix or subject area, or they should have been provided with appropriate professional development or other support if it was unavoidable.

## **Professional Development**

Teachers relocated to a new school often required professional development (PD) support for several reasons—for example, to learn new content and curricula; to improve behaviour management techniques; to learn new administrative skills; to learn new pedagogical skills; and to learn time and stress management techniques. Professional development support needed to be available and accessible for relocated teachers as and when they required it and they needed to know how to tap into it. It preferably should have been offered, not sought. However, as mentioned previously (see Access and Orientation from page 223), relocated teachers were unsupported if they were required to attend professional development sessions which were not immediately relevant to them as they could have been attending sessions which would have helped them to settle in to their new environment.

The system sometimes was involved in providing professional development support (see Support from the System from page 206), but schools needed to facilitate teacher access to it. In response to the statement, 'I received assistance with professional development upon relocation to my new school', 39 percent of survey respondents and five case study participants (Ian, Jonathon, Norman, Peter and Richard) disagreed or strongly disagreed while 38 percent of survey respondents and no case study participants agreed or strongly agreed (variable B7if). Thus, as many survey respondents received assistance as did not receive assistance with professional development.

Survey respondents were more likely to agree they received assistance with professional development upon relocation to their new school if they relocated



voluntarily, had control over the transfer process, received adequate support from their new school, received adequate support from the department of education, changed grade levels, or experienced a broadening of roles and responsibilities (see Table 6.10). In comparison, survey respondents were more likely to disagree they received assistance with professional development if they relocated involuntarily, lacked control over the transfer process, did not receive adequate support from their new school, did not receive adequate support from the department of education, relocated to a district high school, relocated during the school year, held the position of principal before or after relocation, did not change grade levels, or experienced a narrowing of roles and responsibilities (see Tables 6.10 and 6.11).

**Table 6.10:** Pearson’s correlation statistics for survey respondents—received assistance with PD (SD–SA) with other variables.

| Variable (range)  | r value | p value |
|---|---------|---------|
| Reason for relocation (involuntary–voluntary)             | 0.1592  | 0.003   |
| Had control over transfer process (SD–SA)                 | 0.1790  | 0.002   |
| Relocation experience (negative–positive)                 | 0.3566  | 0.000   |
| Adequate support received from new school (SD–SA)         | 0.3620  | 0.000   |
| Adequate support received from the DEC CD (SD–SA)         | 0.2758  | 0.000   |
| Drop in teaching quality upon relocation (none–sharp)     | -0.2641 | 0.000   |
| Change in overall teaching quality (decline–growth)       | 0.2678  | 0.000   |
| Change in grade level (same–different)                    | 0.1382  | 0.011   |
| Change in roles and responsibilities (narrowed–broadened) | 0.1137  | 0.036   |

**Table 6.11:** One sample t-test results for survey respondents—received assistance with PD with other variable components.

| Component                           | Component Mean | Population Mean | t value | p value |
|-------------------------------------|----------------|-----------------|---------|---------|
| Relocated to a district high school | 2.4516         | 2.9538          | -2.49   | 0.018   |
| Relocated during the year*          | 2.5385         | 2.9507          | -1.97   | 0.060   |
| Principal before relocation         | 2.3846         | 2.9621          | -2.88   | 0.008   |
| Principal after relocation*         | 2.5484         | 2.9649          | -2.02   | 0.053   |

\*p values for these two variables were not below 0.05, however, they were close to 0.05 and considered important variables for this analysis.

Teachers who relocated voluntarily and who had control over the transfer process, as compared to those who relocated involuntarily and did not have control over the transfer process, were more likely to agree they received assistance with PD because they were proactive (see Chapter 5, Attitude from page 190). Teachers who received adequate support from their new school and the department of education, as compared to those who did not receive adequate support from their new school and the department of education, were more likely to agree they received assistance with PD because the department of education and schools were the providers of PD. Teachers whose roles and responsibilities broadened or who changed grade levels, as compared

to those whose roles and responsibilities narrowed or did not change grade levels, were more likely to agree they received assistance with PD because they required more assistance. Teachers who relocated to a district high school were likely to disagree they received assistance with PD because they lived and worked in an isolated community. Teachers who relocated during the school year were likely to disagree they received assistance with PD because PD often occurred at the beginning of the school year. Teachers who held the position of principal before or after relocation were likely to disagree they received assistance with PD because their load was mainly administration.

Some teachers were able to access appropriate professional development support upon relocation.

Excellent network liaison with teachers from new location. Routines explained [and] professional development opportunities extensively provided. (497)

This often was available on a needs basis.

I was in a very 'new' situation for me and found staff most supportive. I was also able to ask for help, evaluation and professional development as I deemed necessary. (122)

There is a fairly good structure set up here for professional development. If I want to arrange a couple of hours or ask the person in charge of science for a couple of hours with other teachers on just looking at particular aspects of teaching units and physics or chemistry or something, or learning about equipment use for the equipment that's here that then again I may not have used, they're open to that and we can put the hours down against the professional development time that we have to fulfil for the year by our employment agreement ... There's been good help there, and you can get enough help if you need it and if you also help to organise it sometimes too. That's not been a problem. (William, 23/5/96)

Other relocated teachers had to initiate their own professional development.

I initiated my own professional development. As a [part-time] teacher-librarian I organise this in my own time. (366)

While for some teachers, the professional development available upon relocation was inappropriate.

The professional development supplied in schools does not relate to music—therefore PD sessions are not worthwhile for my teaching purposes. (23)

Some teachers had less or no access to professional development upon relocation.

Much less chance for professional development opportunities in my new school. (199)

Even though completely out of area no PD has been available at all in this area. (449)

A lack of or inappropriate professional development sometimes was due to professional development decisions having been made prior to relocated teachers' relocation.

Budget for PD planned in '96. (162)

I have been disadvantaged through inability to have input into PD prior to commencement of duty. (303)

Alternatively, the relocated teachers did not have the time to undertake professional development.

I am 0.5 at a new location. Problems keeping up with admin[istration] requirements of both especially reporting [and] PD. (64)

Or they lived in an isolated community.

I find it difficult to attend PD as too much travelling is involved. (494)

Thus, schools needed to plan for the possible professional development needs of their relocated teachers and needed to provide appropriate professional development support which was easily accessed on a needs basis.

## Resources

Relocated teachers often were unaware of the resources available to them at their new school. Additionally, the resources available to them usually were different to those available to them at their last school—it took time for teachers to become familiar with the resources at their new school. Relocated teachers needed to be supported in familiarising themselves with school resources, including teaching program documentation and equipment.

I think that the biggest thing would be to be able to hand teachers coming into the school this is a unit on such and such, we've got equipment for that, it's been used in the last couple of years, it works, use it if you want, if you want to use something else by all means do. I came into a system where I had no idea what equipment the school had and therefore ... even if I hadn't the resources myself, I had no idea whether the school's got such and such for that experiment. And so, it's not so much a department thing, it's ... more a school based thing for teachers coming in. (Dave, 8/5/96)

Resources in schools needed to be organised so relocated teachers could access them and use them easily, especially where there was only one teacher for a subject area.

## Equipment

Teachers needed to be familiar with equipment in their new school in order to teach at a quality level. Schools could have assisted relocated teachers become familiar with the equipment available to them in their new school by providing a catalogue of equipment and/or having someone familiarise them with the resources. If this support was not provided, relocated teachers found it difficult to ascertain what resources were available to them, and where they were located.

You need to seek and search for yourself where equipment is kept; resources, accessibility to parts of the school. You cope as best you can and seek assistance from cleaners, etc to assist you in locating resources, etc. (171)

It was time consuming to become familiar with the available resources and sometimes stressful not knowing what was available.

I lost a lot of valuable local information/resources and community support. Valuable time lost learning where all the resources and materials are kept. (496)

... and feel very unsure about resources, where they are, access, etc. (522)

And you're basically having to teach stuff afresh, because although I've been teaching for 25 years, I don't know where the videos are, what videos I've got. So instead of knowing that I can go along to the library and know that there's a good video on acid rain, I might have to spend an hour looking at videos. Just the amount of extra work you have to do is phenomenal because of the resources, knowing the resources, are different. (Jonathon, 27/5/96)

In addition, relocated teachers found it difficult when their new school did not have the equipment they wished to use available, or the school or department generally was under-resourced.

I moved from a large fairly well resourced school to a small poorly resourced school. (143)

And things like, "I want three different types of vinegar", and [lab tech:] "Oh, so I've got to go up to the shop and get it do I? Where's the money going to come from?" Well if they're going to do something meaningful about acids and vinegar then they need to understand maybe that some vinegars are more acidic than others. How are you going to do that? So in the end, I think I spent probably this term buying stuff from my own pocket money because I can't be bothered with the stress of having to argue the point over whether the school should pay for it. Like this morning I brought an egg to school, whereas at Emu-Wren I would have been able to go in in the morning before I needed it and said, "I need an egg," and he would have popped up to the home ec department. Just things like that, the resources like that. But generally they're pretty well resourced, but I don't know where a lot of the stuff is, and because I don't know it, they tend not to tell you that it's there. (Jonathon, 27/5/96)

And really getting to know what resources are here [Potoroo HS] ... I still don't know what's in the science department ... I find it a bit frustrating at times when I want to do a new experiment on something different and they haven't got the equipment because they're only geared to do what's in the folders essentially, so that's a bit frustrating at times. So before you go out and prepare something, you've got to make sure that the stuff's here to do it. Sometimes it's not and you think by the time I get it it's not going to be worth doing. So that's a bit frustrating. (Richard, 9/5/96)

A lack of suitable resources often was exacerbated in small schools or in subject areas with low student enrolments. Teachers relocated to small schools with scant resources used networks to assist them in providing appropriate lessons.

As it is a very small school with very limited resources I had to seek a lot of help elsewhere, ie larger schools, colleagues in the same teaching area. (142)

The subject area and course I am to teach were specialised trade subjects that are only taught in four other schools, which means that I am teaching on my own with little knowledgeable support in this school. I will survive, but finding resources and modules have been a problem. (246)

I moved from an urban high school of 700 and an urban background to a small District school (40 secondary students). Very different and poorly resourced and I had to purchase many texts to supplement the poor materials available at school. Moving from a very well resourced 'rich' school to a 'poor' school is very very difficult and has a lot of planning and teaching implications. (570)

Thus, small schools and schools with small enrolment programs needed to be aware of the resource needs of relocated teachers, and all schools needed to provide a catalogue of resources. Schools also needed to provide appropriate teaching program documentation.

### **Teaching Program Documentation**

It was difficult for new teachers coming into a school to know what students had been taught in previous years; that is, to know what their knowledge base was (see Chapter 5, Practical Knowledge from page 175). Therefore, it was important for teaching program documentation, such as course and unit outlines, syllabi, worksheets, text books, etcetera, to be available to relocated teachers. Schools needed to provide teaching program documentation to support relocated teachers so they knew what to teach and at what level to teach it. Teachers who were provided with this information found it easier initially to settle in at their new school.

It's all set up pretty well, so it really makes it easy for someone strange to come in and start teaching without really too much hassle. I'll probably walk in there without having done anything and there will be enough material there for me to start without too much problem. (Richard, 30/11/95)

Yet, some teachers who were provided with teaching program documentation found it was not always supportive because they were not familiar with it or it did not suit their style of teaching, though these teachers (eg, Dave) often used it until they found time to rework it to suit themselves or write their own.

Furthermore, teachers sometimes preferred not to have teaching program documentation provided as it did not allow for flexibility in their teaching.

The science syllabus for example is far more rigid, in that it's all laid down, do this, do this, do that, which isn't giving me any flexibility whatsoever to do what I might want to do. Because I tended to just go where the class wanted to take us at Emu-Wren, but I can't do that here because it's just not the done thing ... So there's a lot of pressure to get through topics and things like that, and that's difficult to take. (Jonathon, 27/5/96)

Teachers who relocated into schools that did not provide sufficient teaching program documentation found it difficult to provide quality programs to students as they needed to develop a program of teaching 'on the run'.

When I first came in I looked at ... what's been done, what are the things that we do. And there was a thing written up on the wall that was ... five years old and I was told, "This is a unit, but we don't do that any more." And it was just off the cuff, what someone did last year ... just hadn't been written down. (Dave, 8/5/96)

Thus, provision of appropriate teaching program documentation should have been provided for all classes and relocated teachers should have been provided with flexibility over its implementation.

## **SUPPORT FROM SCHOOL STAFF**

Upon relocation, personnel at a school, whether it was senior staff, colleagues or ancillary staff, provided support to teachers, both personally and professionally. In fact, as other research has indicated (Thomas & Anderson, 1997), relocated teachers received most of their support from their fellow staff members.

Principal and staff all helpful, only too happy to help me and inform me of new procedures. (10)

The principal and senior staff have been extremely welcoming and considerate of personal needs and in matters dealing with the daily running of the school. (24)

Excellent support available. Staff really helped me to fit in easily. (34)

Primary staff very supportive and helpful. (83)

Staff were most welcoming—of course they all had huge sympathetic feelings towards me because I had been allocated the 'best' class ... (138)

I was made very welcome by all staff members, including the principal. I felt a valued member of staff and the school community. (168)

Very supportive—all staff, particularly the Principal. (182)

Very supportive senior staff and other teachers. (217)

The support was great from all staff at Cuscus High. (351)

I have been treated well by staff and senior staff. (405)

I have never experienced such a warm and supportive welcome from senior staff at any of my previous schools. (414)

I have found staff to be open and encouraging and I thoroughly enjoy working at Bellbird [College]. (516)

... I have received support from my colleagues in my new work place. (518)

They've been a lot friendlier and a lot more helpful ... than I thought it was going to be. (Ian, 7/5/96)

I mentioned at a meeting recently how happy I was with the support I had got from colleagues here and in some ways surprised at times because they've been really helpful and full of information when you want it, full of help when you want it. They tend not to fob you off. (William, 23/5/96)

Sometimes this support was unexpected.

The staff were/are great. Since I am principal, however, it wasn't up to them to support me! Nevertheless, they did. (49)

Some survey respondents expressed the view support from colleagues was the only thing which enabled them to cope with the relocation.

My new school staff was very supportive and in fact was the only thing which kept me going! (last year). (77)

The staff, in particular my immediate colleagues gave wonderful support in many ways. Without them I would probably have given up. (80)

However, some survey respondents indicated they received excellent support from colleagues, but not from senior staff.

All the staff were very friendly and this made a significant difference. The administration of the school was fairly indifferent and the principal never went out of her way to see how things were going. (213)

Support from senior staff was fairly lax. (503)

For other relocated teachers, the opposite scenario was the case.

Although the Principal was excellent some staff actually set me up to 'look bad' because they owned the school. Let's hope when they move—one

has been here for 22 years, others 10-15—they will realise the need to support everyone. (509)

Significant events that have helped ... only having a very open, intelligent, perceptive, wise principal ... just one who I feel that is supportive, I really do feel he's supportive. (Jonathon, 27/5/96)

Sixty-six percent of survey respondents and three case study participants (Dave, Norman and William) disagreed or strongly disagreed they received inadequate support from staff at their new school upon relocation, while twenty percent of survey respondents and two case study participants (Ian and Jonathon) agreed or strongly agreed they received inadequate support from staff at their new school (variable B7ib). Thus, the majority of relocated teachers received adequate support from staff at their new school.

Survey respondents were more likely to agree they received inadequate support from the staff at their new school upon relocation if they relocated involuntarily, lacked control over the transfer process, had taught for only a few years, held the position of principal before or after relocation, experienced a narrowing of roles and responsibilities, or changed school and teaching contexts (see Tables 6.12 and 6.13). In comparison, survey respondents were more likely to disagree they received inadequate support from staff at their new school if they relocated voluntarily, had control over the transfer process, had taught for many years, experienced a broadening of roles and responsibilities, or did not change school and teaching contexts (see Table 6.12).

**Table 6.12:** Pearson's correlation statistics for survey respondents—received inadequate support from staff at new school (SD–SA) with other variables.

| Variable (range)  | r value | p value |
|---|---------|---------|
| Reason for relocation (involuntary–voluntary)             | -0.2551 | 0.000   |
| Had control over transfer process (SD–SA)                 | -0.1905 | 0.001   |
| Relocation experience (negative–positive)                 | -0.3927 | 0.000   |
| Drop in teaching quality upon relocation (none–sharp)     | 0.1463  | 0.008   |
| Years taught (1–5 – >25)                                  | -0.1599 | 0.003   |
| Change in roles and responsibilities (narrowed–broadened) | -0.1417 | 0.009   |
| Change in context (same–different)                        | 0.1378  | 0.014   |

**Table 6.13:** One sample t-test results for survey respondents—received inadequate support from staff at new school with other variable components.

| Component                   | Component Mean | Population Mean | t value | p value |
|-----------------------------|----------------|-----------------|---------|---------|
| Principal before relocation | 1.6429         | 2.3099          | -4.06   | 0.000   |
| Principal after relocation  | 1.7273         | 2.3138          | -3.24   | 0.003   |



Teachers who relocated involuntarily or lacked control over the transfer process, as compared to those who relocated voluntarily or had control over the transfer process, were more likely to agree they received inadequate support from staff because they needed more support and were not prepared for change. Teachers who had taught for only a few years, as compared to those who had taught for many years, were more likely to agree they received inadequate support from staff because they were unaccustomed to relocation and so required more support. Teachers whose roles and responsibilities broadened or held the position of principal before or after relocation, as compared to those whose roles and responsibilities narrowed, were more likely to disagree they received inadequate support from staff because they were more likely to be in promoted positions and so expect less support from staff. Teachers who changed school and teaching contexts, as compared to those who did not change school and teaching contexts, were more likely to agree they received inadequate support from staff because they had more changes to adjust to and so required more support.

Support provided to relocated teachers by colleagues may have been a result of the school staff knowing what it was like to relocate, or their looking forward to welcoming a new colleague. For example, William commented:

I was worried at the start about the support I would get from other staff members. I reckon because quite a few have been transferred and some haven't been here very long there's that mutual thing about seeking support from each other and advice and help and how do you do this and how do you do that and where do you go for this and where do you find that. (William, 23/5/96)

Even though all staff at a school usually were supportive, relocated teachers mainly received support from those teachers in their subject area, especially professional support.

Colleagues in my immediate learning area were helpful and supportive. (508)

However, excellent support from colleagues was not always sufficient.

Staff at the new school tried to be helpful but there were just so many things I didn't know—mainly organisation/people/relationships. (560)

Senior staff and colleagues understanding and helpful. Sometimes things weren't explained and I found out 'after the event'. (580)

For teachers who already knew staff in the school to which they were relocated, the transition was easier as they felt they could ask easily for support from these colleagues.

Already knew two of the staff at the new school which made the transition easier. Staff very friendly and supportive. (362)

Having someone here that I used to teach with and not just as a normal teacher, but ... the principal ... I don't feel as if I have to make an effort to make an impression. (Ian, 7/5/96)

Luckily I know some of the staff out there [Potoroo HS] already ... it's not as if [I'm] coming to a strange place not knowing anybody, and so that will help as well. Provided you know a few people in a place then it makes it a lot easier. (Richard, 30/11/95)

Similarly, for teachers who relocated to their new school with someone from their old school or with another relocated teacher, support was provided by the relationship that existed between these people.

I was one of a large group of 'new' staff and received excellent support particularly from the principal. (531)

The thing relationships wise that's been the biggest thing is having people here [Cassowary HS] that ... I taught with over at Pademelon ... The guy that transferred with me ... he was five years at Pademelon and I was seven, but we got on very well at Pademelon and always sat together and one thing and another, and that's nice because you can sit down and ask them about routines that you don't understand and talk about the kids and what the different culture is and whether in fact it's easier or more difficult than we thought it was going to be, and then talk about individuals and other staff and stuff. So, that's made it a lot easier, moving with someone else. (Ian, 7/5/96)

The science staff is pretty good. We've got P, he's a new teacher also, so there's two of us there and so we bounce ideas off each other, what we've found out about the school and how it runs, etcetera. So that's helped in many ways. (Richard, 9/5/96)

Teachers, such as science and technology teachers, who required the support of a technician, found relocation easier when this support was provided. It also helped if the technician was welcoming of new staff—some lab technicians were less than welcoming causing difficulties for relocated teachers. For example, Dave commented:

... we have a different lab tech here who's very protective of her position and doesn't like you going in to get things for yourself. (Dave, 20/11/96)

Furthermore, teachers who relocated to small schools often found themselves without the support of a laboratory technician, which made their adjustment to their new school more difficult.

In addition, not all school staffs welcomed new teachers into their fold. For many teachers who did not receive support from colleagues upon relocation, the relocation process was difficult.

The staff adopted a trench warfare mentality not wishing to establish links with new teachers until they have proven themselves. This is particularly difficult in single teacher department. (46)

The original staff were not used to new staff members who were prepared to question procedures. A workshop for them would have been invaluable. (170)

Staff support was non-existent ... (475)

In some cases, the person who was replaced made the relocation difficult for the incoming teacher.

I replaced a teacher who was also subject to the Transfer Policy and that teacher went out of his way to frustrate, hide, destroy or remove the materials and texts required for operating the courses I was required to teach. (246)

So I'm actually looking at all the things that didn't support me I guess. Having a fairly incommunicative predecessor who wouldn't tell me much about what went on. Like, I couldn't find the maths syllabus until the day before school started. (Jonathon, 27/5/96)

Part-time teachers sometimes found it more difficult to obtain support from staff.

As part-timer I think I felt more isolated from staff than usual. (464)

In cases where the relocated teachers were promoted to their position, frictions between staff sometimes arose (eg, Peter). A survey respondent commented:

I met with a degree of hostility as an existing staff member wanted and did not get the job. Staff were (are) wary about changes needing to be made (ie most staff). (150)

In addition, support was not provided to some relocated teachers because staff at their new school expected them to adapt quickly to their new school simply because they had taught for a number of years—in these cases, the school staff failed to recognise these teachers required support.

Because I was perceived as 'very experienced' I was basically left to my own devices. I had a very difficult class which I took over in middle of year. Senior staff support was not good enough. (84)

For relocated teachers, it was important for them to quickly establish good discipline. Prior to relocation teachers sometimes were apprehensive about the amount of support they would receive with respect to discipline issues at their new school. Therefore, it was important for senior staff to back up incoming teachers on discipline issues.

Senior staff (one especially) gave excellent support with behaviour problems but their position was also very stressed with far too many demands. (81)

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If it came to the crunch I'd expect the same sort of support that I've had here [Pademelon HS] from principals. (Ian, 7/11/95)

I think I'll have more trouble handling the classes ... If I don't get any backup from senior staff when I have the inevitable confrontations that I will have ... if the kids see that they've won, then I'll be under stress then ... I like to know [I can rely] ... on someone backing me up if a kid's out of line. (Peter, 10-11/5/95)

The more experienced teachers have given me a hand, the VPs have given me a hand, they've put the screws on some of these kids who are doing the wrong thing. (Peter, 17/7/95)

A lack of support from senior staff regarding discipline made it difficult for relocated teachers to establish productive working relationships with their students.

Thus, senior staff needed to be aware of the needs of all relocated teachers, and to provide them with appropriate support. Furthermore, all staff members of a school, including technical and ancillary staff, needed to be prepared to provide support if needed.

## SUMMARY

Support is necessary for relocated teachers if any retrogression in quality of teaching, whether temporary or permanent, is to be minimised.

.... to get the best out of people you probably should support them.  
(Norman, 4/12/96)

Overall, forty-six percent of survey respondents and one case study participant (Dave) indicated they received adequate support upon relocation, while 17 percent of survey respondents and four case study participants (Ian, Jonathon, Peter and Richard) indicated they did not receive adequate support (variable Support). Thus, the majority of survey respondents, overall, received adequate support. However, when this was broken down by different types of support received: approximately one-quarter of relocated teachers believed they received adequate support from the department of education, while approximately two-fifths believed they did not receive adequate support from the department of education; approximately two-thirds of relocated teachers believed they received adequate support from their new school, while approximately one-fifth believed they did not receive adequate support from their new school; approximately two-thirds of relocated teachers believed they did not receive inadequate support from staff at their new school, while approximately one-fifth of relocated teachers believe they did receive inadequate support from staff at their new school, and approximately two-fifths of relocated teachers received assistance with PD upon relocation, while approximately two-fifths of relocated teachers did not receive assistance with PD upon relocation. Thus, most support was received from relocated

teachers’ new schools and their staff, while least support was received from the department of education.

**Table 6.14:** Pearson’s correlation statistics for survey respondents—received adequate support upon relocation (not adequate–adequate) with other variables.

| Variable (range)  | r value | p value |
|---|---------|---------|
| Reason for relocation (involuntary–voluntary)             | 0.3325  | 0.000   |
| Had control over transfer process (SD–SA)                 | 0.3273  | 0.000   |
| Year of relocation (1995–1997)                            | 0.1126  | 0.034   |
| Years taught (1–5 – >25)                                  | 0.1315  | 0.014   |
| Change in roles and responsibilities (narrowed–broadened) | 0.1993  | 0.000   |
| Change in context (same–different)                        | -0.1419 | 0.011   |

**Table 6.15:** One sample t-test results for survey respondents—received adequate support upon relocation with other variable components.

| Component                   | Component Mean | Population Mean | t value | p value |
|-----------------------------|----------------|-----------------|---------|---------|
| Principal before relocation | 3.6885         | 3.3317          | 2.79    | 0.009   |
| Principal after relocation  | 3.6990         | 3.3343          | 2.96    | 0.006   |

Survey respondents were more likely to agree they received adequate overall support if they relocated voluntarily, had control over the transfer process, relocated in 1997, had taught for many years, held the position of principal before or after relocation, experienced a broadening of roles and responsibilities, or did not change school and teaching contexts (see Tables 6.14 and 6.15). In comparison, survey respondents were more likely to disagree they received adequate overall support if they relocated involuntarily, lacked control over the transfer process, relocated in 1995, had taught for only a few years, experienced a narrowing of roles and responsibilities, or changed school and teaching contexts (see Table 6.14).

Those teachers who relocated voluntarily and had control over the transfer process, as compared to those who relocated involuntarily and lacked control over the transfer process, were more likely to agree they received adequate support because they were prepared for change, were proactive and so sought assistance. Furthermore, they were less likely to have had a negative relocation experience or a retrogression in quality of teaching. Those teachers who relocated in 1997, as compared to those who relocated prior to 1997, were more likely to agree they received adequate support because more support programs were available to relocated teachers in 1997 and the implementation of the Transfer Policy had overcome some teething problems. Those teachers who had taught for many years, as compared to those who had taught for only a few years, were more likely to agree they received adequate support because they were more familiar with accessing support and had larger resources (ie, knowledge and skills) to

fall back on. Teachers whose roles and responsibilities broadened or who held the position of principal before or after relocation, as compared to those whose roles and responsibilities narrowed, were more likely to agree they received adequate support because they were more likely to be in a promoted position or be experienced teachers. Teachers who did not change school and teaching contexts, as compared to those who changed school and teaching contexts, were more likely to agree they received adequate support because they had less adjustments to make and so required less support.

Support from the department of education was necessary across several domains. Teachers who moved house required financial assistance for moving and could require assistance in finding suitable accommodation. Teachers who were transferred under the auspices of the Transfer Policy required equitable and flexible implementation of the policy which involved negotiation, matching, explanation of reasons for transfer, a degree of control and early notification. Furthermore, the support program outlined in the guidelines needed to be fully implemented. Teachers who were promoted also needed to be provided with support and needed to be appointed to their new position for start at the beginning of a school year. Relocated teachers also required professional development support, in cooperation with schools.

Support from the schools also was necessary across several domains. Teachers required access and orientation to their new school as soon as possible upon notification of relocation. This could have involved a visit to their new school prior to commencement. Teachers needed to be provided with up to date school documentation and induction, either formal or informal. Induction should have included familiarisation with the school culture, student culture and school environment. Relocated teachers needed to be given suitable teaching and administrative loads, possibly lighter loads initially. Allocation of suitable classes was particularly important. Professional development at the school level needed to be available on a needs basis and appropriate to relocated teachers' needs. Furthermore, resources needed to be accessible—a catalogue of equipment and teaching program documentation would have been useful.

Finally, support from all school staff was necessary, including support from ancillary, technical and senior staff. Support from all three groups was necessary in order to enable relocated teachers to adjust quickly to their new school context and so enable their knowledge and skills to be expanded and improved.

## CHAPTER 7

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### Conclusion

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This chapter brings together the findings from Chapters 4, 5 and 6, and the research outlined in Chapter 2 in order to answer the research questions and research sub-questions, and to reject or accept the hypotheses proposed in Chapter 1. Thus, the results generated by both phases I and II of the study are further synthesised in this chapter to provide only a brief overview of the findings for each research sub-question since the detail of the findings has been provided in earlier chapters. However, this chapter does link the findings for each research sub-question to previous research showing how extant theory and conjecture has been supported, clarified, confirmed, challenged or extended. In many cases the extant theory has been clarified or extended because this research is broader in scope and methodology than previous research. In other cases, the findings and conjectures from the earlier, small-scale, mostly qualitative research have been supported or confirmed by the findings of this larger-scale, qualitative and quantitative research. In only a few instances have earlier findings or conjectures been challenged.

First the research question and research sub-questions are answered. Second the hypotheses are accepted or rejected. Third, implications and recommendations for school staff, schools, education systems, policy makers and teacher educators are suggested. Fourth, suggestions for further research are presented.

### RESEARCH QUESTION

What impact does relocation between schools have on teachers, their work and, in particular, their quality of teaching?

Previous research has indicated the movement of teachers between schools has an impact on teachers' personal and professional lives (see Chapter 2, Teachers in Transition from page 25 and Teacher Relocation and Teacher Quality from page 57). That is, relocation can impact on teachers, their work, and their quality of teaching. The nature and extent of this impact can vary from teacher to teacher since each teacher may experience relocation differently (Mager et al, 1986) and teachers react differently

to change (Churchill, 1995a; Churchill, 1996; Churchill et al, 1997; Mager et al, 1986; Riseborough & Poppleton, 1991). The nature of the impact might be positive, neutral or negative (Bullough & Baughman, 1995a; Hannay & Chism, 1985; Mager et al, 1986; Plumb, 1995), and the extent of the impact might be minimal or pervasive (Hannay & Chism, 1985; Mager et al, 1986). Indeed, the impact of relocation may be a mixture of these for any one teacher—the research question is complex.

Hence, due to the possible variance in nature and extent of the impact of relocation on teachers' personal and professional lives, the research question was broken down into five more easily answered research sub-questions. The answers to these research sub-questions are discussed in the following sections.

### Research Sub-Question 1

What changes in context occur during relocation from one school to another?

This research sub-question was discussed in detail in Chapter 4 (see Changes in Context from page 96). Changes in context upon relocation related to school environment and culture, teachers' professional lives and teachers' personal lives.

School contexts are heterogeneous, not homogeneous (Commonwealth Schools Commission, 1988) and teachers work within different contexts when they move schools (Bell, 1994; Bullough & Baughman, 1995a Hopkins & Stern, 1996). Accordingly, in this study, most teachers found the cultures and environments of the schools they relocated from and to very different. School culture incorporated the student culture, philosophy, politics and traditions of the school (Bell, 1994). Differences in school culture were particularly noticeable for teachers who changed school type (eg, from a senior secondary college to a primary school) or changed school category (eg, from a non-category A/B school to a category A school). Differences in school environment were noticeable for teachers who relocated between schools of different size (eg, from a small school to a large school) or between schools of different design (eg, from an old, traditional design to a more modern, open plan design).

Changes in the context of teachers' professional lives included changes in relationships, changes in grade levels taught, changes in subject areas taught, changes in position held in the school, and changes in roles and responsibilities within the school. In this study, all teachers had to establish new relationships upon relocation with students, staff, parents and the local community. This also was true for teachers in earlier studies which focused on relocation (eg, Bullough & Baughman, 1995a;



Hannay & Chism, 1985), but not for teachers in studies which focused on transition which did not involve relocation (eg, Sanders et al, 1993).

Many teachers in this study taught at a different grade level—for some teachers this was the first time they had taught that grade level. Similarly, many teachers taught in a different subject area and for some this also was the first time they had taught that subject. The main focus of previous research has been on changes in grade level and subject area (eg, Burden, 1983; Hollingsworth, 1981; Mager et al, 1986; Plumb, 1995; Sanders et al, 1993), but these changes did not necessarily involve relocation.

Teachers who were promoted held a different position in their new school, as did teachers who were demoted from acting positions upon relocation. Negligible previous research on relocation has focused on teachers changing position. Many teachers from this study, including those who changed position held in the school, either broadened or narrowed their roles and responsibilities (eg, year coordinator) upon relocation. This issue has not been addressed in any detail in the relocation literature because only teachers undergoing horizontal mobility, as opposed to vertical mobility, were studied.

Changes in the context of teachers' personal lives included changes in residence and changes in the distance travelled to work. Some teachers moved residence upon relocation as they were relocated to a school that was not within travelling distance of their home base. Furthermore, many teachers either increased or decreased the distance they had to travel to work. Two previous studies have considered these issues—a study by Vanhalakka-Ruoho (1994) on relocated defence force personnel, and Hannay & Chism's (1985) study on relocated Canadian teachers. Similarly, they found study participants either moved residence or increased the distance they travelled to work when moved away from their home base, often resulting in increased stress.

Thus, the changes in context which occurred for teachers upon relocation included changes in school culture and environment, changes in teachers' professional lives and changes in teachers' personal lives. These changes were similar to those experienced by relocated teachers as noted in previous studies, but were wider in scope. That is, this study extended the contextual changes researched with respect to teacher relocation, possibly because a wider range of teachers were studied.

## Research Sub-Question 2

How does relocation between schools impact on teachers?

Change, including relocation, can have a personal impact, in particular an increase in stress levels, on persons, including teachers, undergoing change (Anderson & Stark,

1988; Churchill, 1995b; Churchill, 1996; Churchill & Grady, 1997; Churchill & Williamson, 1995; Churchill et al, 1997; Gaylord & Symons, 1986; Kelly, 1994; Mager et al, 1986; Munton & Forster, 1990; Osborn et al, 1992; Shacklock, 1995; Tanaka, 1995; Thomas & Anderson, 1997; Thomas et al, 1997a; Vanhalakka-Ruoho, 1994; Wilkowski, 1992). In this study, the changes in context due to relocation outlined previously impacted on teachers personally in a multitude of ways (see Chapter 4, Impact of Relocation on Teachers from page 111). For some teachers, the impact was positive, for other teachers it was negative, but for most teachers it was a combination of both. Research also has indicated relocation can have both a positive and a negative impact on the personal lives of teachers.

Hannay & Chism (1985) found some teachers were pleased to be relocated, but also found some teachers were angry and apprehensive regarding relocation. Similarly, Ricken (1983) suggested some teachers were threatened by the change. In this study, William was pleased to relocate away from a stressful situation, and teachers who requested a transfer (eg, to move to a school closer to their place of residence) generally were pleased to relocate. However, Ian was apprehensive of relocation, even though he requested his transfer, and Dave and Richard were angry about their involuntary relocation. In addition, many survey respondents who were relocated involuntarily were angry and apprehensive regarding their relocation, and felt threatened by the changes involved, as evidenced by the comments they made on their survey forms (see Chapter 4, Impact of Relocation on Teachers from page 111).

For some teachers, relocation may improve their self-confidence (Plumb, 1995; Scherer, 1983), possibly because they find they adjust to the changes better than they expect to. However, for other teachers, relocation may decrease self-confidence in their teaching (Guerin, 1985; Hollingsworth, 1981; Plumb, 1995) and make them feel uncertain and insecure (Hannay & Chism, 1985; Plumb, 1995). Accordingly, in this study, relocation improved the self-confidence and self-esteem of a minority of teachers, but decreased the self-confidence and self-esteem of some other teachers.

Approximately two-fifths of teachers in this study reported they had their family life disrupted as a result of relocation. Many of these teachers were required to move residence as they were relocated further away from their home base. If they did not move residence, they incurred increased costs associated with travel to their new school, as did the teachers in Hannay & Chism's (1985) study. None of the studies reviewed in Chapter 2 have investigated the impact of relocation on teachers' family life, though it is significant to the well-being of the teachers involved.

For example, a disruption to family life often was associated with increased stress levels for teachers in this study. Approximately two-fifths of relocated teachers in this

study experienced an increase in stress levels. However, approximately another two-fifths experienced a decrease in stress levels, even though the majority of teachers indicated the relocation experience was stressful. Accordingly, as research on change in teachers' work lives and relocation in other occupations has found, research on teacher relocation has found relocation may result in increased stress for teachers (Hannay & Chism, 1985; Mager et al, 1986; Plumb, 1995). This may be associated with trauma (Hannay & Chism, 1985), feelings of isolation (Plumb, 1995), and difficulties adjusting to a new school community (Hannay & Chism, 1985). The causes of stress for teachers in this study were wide-ranging, but included adjusting to a new school context, establishing new relationships, uncertainty regarding transfer, and implementation of the Transfer Policy. This stress was exacerbated by lack of support and lack of control over the relocation, as Mager et al (1986) and Plumb (1995) found in their studies. Only Mager et al's (1986) work, however, indicated relocation could, for some teachers, result in decreased levels of stress (eg, William).

As Vanhalakka-Ruoho (1994) found for defence force personnel, Plumb (1995) found increases in levels of stress could lead to health problems for relocated teachers. Scherer (1983) earlier had noted these health problems could be both mental and physical. Likewise, relocated teachers in this study often experienced health problems, both mental and physical, as a result of increased stress due to relocation (eg, Richard). In contrast, however, some relocated teachers who experienced a decrease in stress levels experienced improved health (eg, William).

Thus, the findings generated by this study regarding the impact of relocation on teachers were similar to those generated by earlier research on teacher relocation, though more positive outcomes were noted in this study. Furthermore, since most of the earlier research was on a small scale and only involved personal accounts or interviews with relocated teachers, this broader-ranging and more in-depth study of teacher relocation confirmed these findings. In addition, supplementary findings were generated—for example, the negative impact of relocation on the family lives of some teachers, and the positive impact of relocation on some teachers' health.

Thus, this study confirmed relocation between schools impacted on teachers at a personal level—it impacted on their self-confidence, their self-esteem, their family lives, their stress levels, and hence their health, either for better or worse.

### Research Sub-Question 3

How does relocation between schools impact on teachers' work?

As with the previous research sub-question, the answer to this question was discussed in Chapter 4 (see Impact of Relocation on Teachers' Work from page 111). It revealed relocation impacts on teachers' work in a multitude of ways and to varying degrees dependent on many factors. Likewise, earlier research into teacher relocation (eg, Hannay & Chism, 1985; Mager et al, 1986; Plumb, 1995) has found relocation impacts on teachers' work in a complex manner, though this earlier research emphasised the negative impact of relocation on teachers' work. As with the impact of relocation on teachers, this study found more positive outcomes for teachers than did earlier research.

For many teachers in this study, relocation resulted in increased knowledge and skills due to the steep learning curve they navigated upon relocation. Earlier research has indicated relocated teachers develop enlarged perspectives on student needs (Guerin, 1985; Hannay & Chism, 1985) and system needs (Hannay & Chism, 1985), and expand pedagogical knowledge and practices (Hannay & Chism, 1985; Plumb, 1995; Ricken, 1983; Scherer, 1983). Hannay & Chism's and Ricken's research also found a related increase in knowledge and skills in non-relocated teachers in receiving schools. This research did not collect data from non-relocated teachers and so could not confirm or deny this finding. However, this research, unlike previous research, did determine the type of change in pedagogical knowledge and practices which occurred for relocated teachers. The majority of teachers modernised and revitalised their teaching as a consequence of relocation and many expressed a willingness to try new ideas. Some teachers, however, fell back on 'tried and true' approaches to teaching, if only initially.

Most teachers in this study, as with those in Hannay & Chism's (1985) study, took at least one year to settle in at their new school, though most established classroom management routines with new students as a priority by the end of their first term at their new school. However, there was a degree of variability in the time it took teachers to settle in at their new school ranging from less than a term to more than two years. This variability was attributable to the degree of change in school context, individual teachers' attitude to the change, and the different levels of settling in. Likewise, Mager et al (1986) found the change transition phase varied according to school culture and teachers' experience and adaptability to change and there were different levels of settling in at a new school. Mager et al also found the change

transition phase could begin before the relocation, which was the case for all case study teachers (this data was not collected from survey respondents).

Teachers' time management was affected by relocation. In this study, teachers who experienced a broadening of roles and responsibilities or who found it difficult to adjust to their new school environment had less time available to allocate to tasks such as planning and preparation even though they needed to spend more time on it. As such, many teachers felt they had insufficient time to adjust to their new school and teaching context upon relocation. Similarly, Hannay & Chism (1985) and Plumb (1995) found teachers needed to spend more time on planning and preparation upon relocation. Teachers in this study whose planning and preparation increased, along with marking loads, were those who relocated to a college or a more traditional school (ie, a school with an academic focus and where the predominant pedagogies were teacher-centred). These teachers, however, spent less time on behaviour management and pastoral care after relocation. Indeed, some teachers in this study, unlike in previous research, had more time on their hands after relocation due to a reduction in roles and responsibilities. Thus, this study provided a more comprehensive understanding of the impact of relocation on teachers' time management than has previous research.

This study also provided a more detailed understanding of the impact of relocation on teachers' careers than has been provided by previous research. Some teachers in this study indicated their prospects for promotion and taking on acting positions at their new school were limited due to relocation, whilst others indicated they were improved. In addition, approximately two-fifths of relocated teachers indicated the relocation process helped them to rethink and plan their career. For a minority of teachers, as Scherer (1983) suggested would occur, this led to a decision to exit teaching.

Thus, the findings of this study confirmed, but also extended and provided more detail to the limited findings of earlier small-scale, qualitative research on the impact of relocation on teachers' work. Further discussion of the impact of relocation on teachers' work is included in the answer to research sub-question 4 since teachers' quality of teaching is one aspect of teachers' work.

**Research Sub-Question 4**

How does relocation between schools impact on teachers' quality of teaching?

Churchill (1995b; 1996; 1997) found, for some teachers, implementation of change results in improved quality of teaching. He also noted, however, as did Osborn et al (1992), that the initial impact of change on teachers' work often can be negative.

Similarly, Bullough (Bullough & Baughman, 1995a) found the quality of teaching of the teacher in his case study dropped initially upon relocation, but was regained gradually over a period of one to two years; Plumb (1995) and Yee (1990) noted a decrease in teaching competence upon relocation for teachers in their studies; and other researchers (Hannay & Chism, 1985; Mager et al, 1986) found there can be an initial period of adaptation to the change of relocation. Furthermore, research has suggested relocation may stimulate professional growth for teachers (Bullough & Baughman, 1995a; Defino, 1984; Hannay & Chism, 1985; Ricken, 1983), such that after teachers return to their prior-to-relocation level of quality teaching after an initial dip in performance, they proceed to enhance their quality of teaching (Defino, 1984; Reed & Paznokas, 1983; Ricken, 1983).

In support of this earlier research, the majority (two-thirds) of relocated teachers in this study experienced a dip in performance upon relocation. For approximately one half of these relocated teachers the drop in quality of teaching upon relocation was slight, for the other half it was sharp. For most relocated teachers, however, this drop in quality of teaching upon relocation was regained over time. Only four percent of relocated teachers experienced an overall decline in quality of teaching due to relocation. The majority of relocated teachers (two-thirds) experienced no overall change in level of quality of teaching, though dips and rises in performance did occur. The remaining one-third of relocated teachers experienced an overall growth in quality of teaching due to relocation. Thus, for most teachers, as has been suggested by earlier research, relocation resulted in an initial drop in level of teaching quality, but this was regained such that their prior-to-relocation level of teaching quality was attained or even extended. The eventual improvements in quality of teaching may result because expertise is contextual (Galton, 1995) and changing contexts provides stimulation to the development of expertise.

Consequently, approximately one-tenth of relocated teachers indicated their quality teacher status changed initially upon relocation—that is, they retrogressed from being high quality teachers to low quality teachers (as per the model of the developmental stages of teacher expertise—see Chapter 5 on page 153). Similarly, just under one-third of relocated teachers indicated their overall level of expertise (as per the model of the developmental stages of teacher expertise—see Chapter 5 on page 153) decreased upon relocation—these were most likely to be those teachers who experienced a sharp drop in quality of teaching upon relocation. Similarly, Bullough (Bullough & Baughman, 1995a) found the teacher in his case study could no longer be considered an expert teacher after relocation, at least initially. No other studies have researched this issue.

The model of developmental stages of teacher expertise was developed to be used in this research as a framework for grouping case study participants and survey respondents into the categories of low quality teacher and high quality teacher, both before and after relocation. In this way, changes in their quality teacher status could be determined. More specifically, this model also was used as a reference for relocation teachers' self-ratings as novice, advanced beginner, competent, proficient or expert teachers, both before and after relocation. Thus, relocated teachers' self-ratings were validated to some extent by comparing teachers' years of teaching experience with the model. For the case study participants, Berliner's descriptors (as included in the model) provided further triangulation. Thus, the model was an aid for determining and/or confirming the quality teacher status and level of expertise of relocated teachers.

Even though only one previous study (ie, Bullough & Baughman, 1995a) has investigated connections between teacher expertise and teacher relocation, the research on teacher relocation has provided limited data on the impact of teacher relocation on teacher quality (eg, Guerin, 1985; Hannay & Chism, 1985; Plumb, 1995) where teacher quality is interpreted as per the model of the high quality teacher developed in Chapter 5 (see Model of the High Quality Teacher on page 152). The model of the high quality teacher was developed from the literature to be used in this study as a framework for analysis and discussion of the findings related to the impact of relocation on teacher quality. Using the model as a framework for analysis ensured a comprehensive picture of the impact of relocation on teacher quality was generated. The model incorporated the three dimensions of knowledge, skills and personal attributes which were inter-connected by an over-arching mental schemata.

For most teachers in the study, gains in knowledge, skills and personal attributes occurred due to relocation. Some of these gains were hard won, but contributed to the professional development of the teachers. Research on work and change has found workers need to be more adaptable (Howard, 1995b) to cope with the increasingly changing nature of work (Beynon, 1997; Brown, 1997a; Brown, 1997b), and so teachers need to develop new skills and knowledge (Churchill, 1995a; Churchill, 1996; Churchill et al, 1997; Hopkins & Stern, 1996; Osborn et al, 1992) to cope with the increasingly changing nature of teachers' work (Churchill, 1995b; Department of Employment, Education and Training, 1992; Hargreaves, 1994a).

With regard to knowledge, relocated teachers learnt new content and curriculum knowledge, pedagogical knowledge and practical knowledge. Practical knowledge was the sub-dimension of the model of the high quality teacher in which relocated teachers experienced the largest change. Relocated teachers had to learn new practical knowledge about their new school, students, colleagues and community, which often

meant a considerable regression in practical knowledge upon relocation. Similarly, Guerin (1985), Hannay & Chism (1985) and Plumb (1995) documented a lack of understanding of the operation of the new school for teachers upon relocation. Guerin noted this lack of understanding was exacerbated for the teacher in her study who relocated mid-year. Thus, both Defino (1984) and Guerin (1985) believed teachers settled in more quickly at their new school if they were not relocated during the school year. However, this was not the case for the teachers in this study, even though Peter did believe his relocation was made more difficult because he relocated during the school year (and this belief was supported by observation). Thus, a small number of teachers in this study may have experienced more difficulty settling in at their new school due to the fact they relocated during the school year, but there was no statistical evidence to show this was the case for the majority of teachers who relocated during the school year<sup>17</sup>.

As mentioned previously (see Research Sub-Question 3 from page 258), research has shown teachers expanded their pedagogical knowledge due to relocation (Hannay & Chism, 1985; Plumb, 1995). Similarly, teachers in this study gained pedagogical knowledge, which in turn improved their quality of teaching. Gains in curriculum and content knowledge also improved their quality of teaching. These gains often were due to teachers changing subject area or grade level upon relocation. Previous research (eg, Burden, 1983; Hollingsworth, 1981; Mager et al, 1986; Sanders et al, 1993) has investigated change in subject area or grade level as a separate transition to relocation. As such, Sanders et al, for example, found no impact for changing subject area on quality of teaching, but this change was in isolation. In this study, the multi-faceted aspect of the changes associated with relocation, including change of subject area, did impact on quality of teaching.

For teachers in this study, new knowledge often resulted in the learning of new skills. Many relocated teachers learnt new pedagogies, new management skills, both administrative and behavioural, and increased their reflection and problem solving skills, at least in the long term, if not initially, as they adapted to their new school context.

Previous mention has been made of the expansion of pedagogical skills of relocated teachers noted by earlier researchers (Hannay & Chism, 1985; Plumb, 1995) and this study (see Research Sub-Question 3 from page 258). For the majority of teachers in this study, their teaching became less traditional, more student-centred, more innovative, less teacher-directed and more progressive. This expansion of pedagogical knowledge was associated with an increase in quality of teaching. Earlier research did

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<sup>17</sup> Note, however, that the sample size of teachers who relocated during the year was small (n=27).



not investigate this association between increase in pedagogical skills and quality of teaching.

Furthermore, earlier research did not investigate the impact of relocation on teachers' management responsibilities, either behavioural or administrative. In this study, approximately one-third of relocated teachers retrogressed upon relocation, at least initially, regarding management skills, but some teachers were able to learn new behaviour management and administrative skills, thus improving their quality of teaching in the long term.

Reflection is a lynch-pin of high quality teaching (Berliner, 1987). For some teachers in this study, relocation provided opportunities for increased reflection and problem solving, while other teachers found it difficult to find the time to reflect on their teaching. Hannay & Chism (1985) found only that teachers in their study reflected more on their teaching after relocation, possibly because they were provided with support and several teachers were relocated together. Thus, the larger sample in this study provided a broader range of possible outcomes for relocated teachers regarding changes in skills, knowledge and personal attributes.

Teachers' personal attributes, especially their attitude, were important in determining how they coped with relocation and change in general. For example, Guerin (1985) and Plumb (1995) suggested for initial survival and ultimate success at their new school, relocated teachers quickly learn about the culture of their new school. Howard (1995b) also suggested relocated teachers' attitude to relocation and their work is important in determining their adjustment to a new work context.

The ability to reason and learn will be essential for the future workplace. But greater task complexity, novelty, and inconsistency increase the influence on performance of not just ability but motivational variables (Ackerman & Humphreys, 1990). Workers must take the initiative and assume additional responsibilities. Moreover, they must relate to others effectively and adapt readily to changing circumstances. (pp 532-533)

Thus, workers faced with change (ie, teachers faced with relocation) need to have a positive attitude and form effective relationships. The findings of this study agreed with this proposition. Overall, teachers adopted a positive attitude to relocation and their work—that is, they were more committed, more challenged, more satisfied and more enthusiastic. In addition, they felt more valued at their new school. Furthermore, relocated teachers were more likely to be proactive rather than reactive in their attitude which meant they sought challenges and were willing to learn and grow from the relocation experience. Teachers who were proactive rather than reactive regarding relocation were better able to cope with the changes and adjust to their new school environment and culture. As such, teachers who had a positive attitude, who

were committed, who sought challenges, who were enthusiastic, who were satisfied with their job and who entered teaching due to a positive attraction were more likely to have a positive relocation experience and improve their quality of teaching after relocation. Thus, for the relocation to be successful and for teachers to learn and grow from the experience, a positive outlook and proactive attitude were necessary—most of the teachers in this study had such a positive attitude.

Earlier research has noted a positive attitude amongst some relocated teachers but has not linked this with an improvement in teacher quality. For example, Hannay & Chism (1985) noted increased teacher enthusiasm amongst relocated teachers, Reed & Paznokas (1983) noted increased job satisfaction, and Plumb (1995) and Ricken (1983) noted an acceptance of the change as a challenge. However, earlier research also noted a negative attitude amongst some relocated teachers. For example, Plumb (1995) noted relocated teachers in her study felt they were not valued by colleagues (possibly because they were temporarily placed teachers), and Ricken (1983) noted an initial drop in job satisfaction. A minority of teachers in this study indicated they were less valued and less satisfied upon relocation. It has been suggested a decrease in job satisfaction is associated with involuntary relocation (Reed & Paznokas, 1983), whereas voluntary relocation is associated with an increase in job satisfaction (Defino, 1984; Reed & Paznokas, 1983). This relationship between job satisfaction and reason for relocation was evident in this study. Thus, the findings of this study confirmed and extended the findings of earlier research and indicated a relationship between attitude and quality of teaching.

Likewise, the findings from this study on relationships established by relocated teachers with students, staff and the school community indicated an association between quality of relationships and quality of teaching. For teachers whose relationships with staff, students and parents deteriorated due to relocation, their overall quality of teaching was more likely to decline and they were more likely to experience a sharp drop in quality of teaching upon relocation. In comparison, for teachers whose relationships with staff, students and parents improved due to relocation, their overall quality of teaching was more likely to improve and they were less likely to experience a drop in quality of teaching upon relocation. Earlier research has suggested difficulties for relocated teachers in establishing relationships upon relocation, but has not associated these difficulties with a retrogression in quality of teaching. For example, Hannay & Chism (1985) and Plumb (1995) found evidence of increased teacher distrust, Hannay & Chism (1985) found relocated teachers had difficulty establishing relationships with the school's community, and Guerin (1985) and Plumb (1995) noted relocated teachers had difficulty establishing effective relationships with staff and students. On the other hand, Hannay & Chism (1985)

found evidence of increased dialogue and sharing of ideas among teachers—that is, increased collegiality. Yet, the findings of this study suggested collegiality decreased due to relocation. The positive findings regarding collegiality in Hannay & Chism's study may have been associated with the fact several teachers relocated together to neighbouring towns.

Thus, the findings of this study supported many of the findings on aspects of quality of teaching (as per the model of the high quality teacher) from earlier research, but further extended these findings to indicate relationships with overall quality of teaching. The majority of relocated teachers experienced an initial drop in quality of teaching upon relocation, but over time attained or extended their prior-to-relocation level of teaching quality. Relocated teachers who changed grade levels, subject areas, school types, school categories or position were more likely to be challenged with learning new skills and knowledge and so experience an initial drop in quality of teaching. However, all relocated teachers were challenged to some degree—for example, by establishing new relationships and learning the culture of their new school. The attitude of the relocated teachers was important in determining the outcomes for them regarding quality of teaching. A positive attitude resulted in growth, but a negative attitude resulted in a retrogression in quality of teaching. These teachers, more than others, needed to be supported in making the changes associated with relocation.

### Research Sub-Question 5

What support structures assist relocated teachers to adapt quickly to their new school context?

Previous research has found support is crucial for teachers undergoing change (Department of Employment, Education and Training, 1992). Furthermore, positive outcomes for teachers undergoing change are evident if support is provided (Churchill & Williamson, 1995; Department of Employment, Education and Training, 1992; Osborn et al, 1992). Similarly, the California Police Department (1993) found positive outcomes were evident if support was provided to relocating police officers, and Vanhalakka-Ruoho (1994) found a lack of support resulted in negative outcomes such as decreased satisfaction and commitment for relocating defence force personnel. Thomas et al (1997a) suggested job transition requires *organisational socialisation*, a form of support which should be provided both at the individual and the institutional level. Relocating teachers require both individual and institutional level support in order to promote quality of teaching (Mager et al, 1986; Plumb, 1995). Institutional support programs can meet initial organisational socialisation requirements (Thomas et

al, 1997a), whereas individual support programs are more suited for ongoing organisational socialisation (Mager et al, 1986).

The conclusions reached by these researchers regarding the necessity of providing support to relocating teachers in order to promote positive outcomes such as improved quality of teaching were applicable to this research. Relocated teachers who were provided with appropriate support were more likely to experience an overall growth in quality of teaching and less likely to experience an initial drop in quality of teaching upon relocation. Conversely, relocated teachers who were not provided with adequate support were more likely to experience an overall decline in quality of teaching and more likely to experience an initial drop in quality of teaching upon relocation. Likewise, Bullough (Bullough & Baughman, 1995a) found the high quality teacher in his study retrogressed regarding quality of teaching upon relocation due to a lack of support.

In chapter 2 (see Facilitating Teacher Relocation from page 31) many support structures which research has suggested could be provided to help relocated teachers adjust to their new school context were listed. Evidence of lack of support for relocated teachers also was noted in these studies (Guerin, 1985; Hannay & Chism, 1985; Plumb, 1995). For example, relocated teachers can experience difficulty in obtaining appropriate resources (Guerin, 1985; Plumb, 1995), can be allocated difficult classes (Guerin, 1985), can be provided with poor facilities (Hannay & Chism, 1985), and can be required to teach students with special needs without appropriate support (Guerin, 1985). All of these examples of lack of support for relocated teachers, and many others, were evident in this study. For example, some relocated teachers in this study lacked control over their relocation process, were not provided with appropriate professional development, were not provided with school documentation or induction, were not provided with an appropriate work area, were given excessive administration or teaching loads, did not know where to find resources or what was available, were not provided with information on what students had studied in previous years, or were not included in staff social activities.

However, many relocated teachers in this study were supported variously by the education system, the schools or the staff at their new school. The results and analysis provided in Chapter 6 suggested support structures which assisted relocated teachers to adapt quickly to their new school context (see also Cowley, 1996a and Implications and Recommendations from page 270). Some of these support structures were delivered at the institutional level, others at the individual level, while some could have been delivered in either format.

All of the support structures which have been suggested by research (see Chapter 2, Facilitating Teacher Relocation from page 31) were evident in this study, but this study suggested additional, important support structures at the system, school and staff levels.

For the system, as well as providing sensitive implementation of the Transfer Policy, giving a valid reason for relocation, effectively communicating with relocating teachers; providing a degree of control over the relocation process, and providing professional development (eg, stress management training), systems can accord support to relocated teachers by providing assistance with moving residence, relocating teachers together, notifying relocated teachers of available support, organising support networks for teachers in isolated schools, and providing effective implementation of promotions.

For schools, as well as providing access and orientation to the school (both before and after relocation), providing necessary school documentation, providing opportunities for mentoring, establishing a supportive school context, allocating suitable and appropriate administration and teaching loads (which may include extra planning and preparation time or parallel timetabling of classes), providing access to professional development, providing classroom management support (especially for a different student culture), and providing access to appropriate materials and resources, schools can accord support to relocated teachers by providing induction, providing a suitable work space, allocating time before lessons begin for planning and preparation, and providing access to appropriate teaching program documentation (especially for grade levels not allocated).

School staff can provide support to relocated teachers at both the professional and the personal level. As well as promoting sharing, communication, trust and mutual support between colleagues, providing emotional support, considering individual differences regarding personal and professional needs, providing formal and informal feedback, and involving relocated teachers in important activities outside their immediate job descriptions, school staff can support relocated teachers by being welcoming and friendly, being available to answer questions, providing subject area professional support, providing technical support, and providing discipline back-up.

Thus, support, which can be provided by systems, schools and school staff, is essential to maintain relocated teachers' quality of teaching—a suggestion from earlier research which has been confirmed by this study. That is, this study has confirmed support is essential for relocated teachers in order to assist them adapt to a new school context while minimising the negative impact and maximising the positive impact of relocation on teachers, their work and their quality of teaching. It also has extended

the list of appropriate support structures for relocated teachers (for further discussion, see Implications & Recommendations from page 270).

## HYPOTHESES

Three hypotheses were advanced for testing in this study. These hypotheses were based on research literature and the data collected in phase I of the study, particularly the pilot studies. A discussion of whether or not they were accepted or rejected by the findings of this research is presented in the following sections.

### Hypothesis 1

Teacher expertise is context dependent, therefore relocation of high quality teachers to a new school context will impact more negatively, at least initially, upon their quality of teaching than for low quality teachers.

Previous researchers have suggested teacher expertise is context dependent (Berliner, 1994; Brandt, 1986; Bullough & Baughman, 1995a; Butler, 1996; Sato et al, 1990; Sternberg & Horvath, 1995), and have suggested further this context dependency would result in an initial retrogression in quality of teaching for expert teachers, as compared to novice teachers, who are relocated (Berliner, 1994; Bullough & Baughman, 1995a; Mager et al, 1986). This suggestion (ie, hypothesis 1) was tested in this study as it had not been tested previously except in Bullough's (Bullough & Baughman, 1995a) case study of one high quality teacher who did retrogress initially upon relocation.

The results of this study indicated relocation of high quality teachers to a new school context did not, overall, impact negatively upon their quality of teaching, though for many it did impact negatively initially. However, this impact was only very slightly different to the impact for low quality teachers. There was no statistically significant difference between high quality and low quality teachers for drop in quality of teaching upon relocation or overall change in quality of teaching. That is, both high and low quality teachers experienced an initial dip in performance, and most regained their original level of teaching quality over time.

However, even though the number of teachers in this study who were classified as low quality teachers was very small ( $n=13$ ), a statistical difference was apparent between high quality and low quality teachers regarding change upon relocation in overall level of expertise (as per the model of the developmental stages of teacher expertise—see Chapter 5, page 153). High quality teachers were more likely to experience a large negative change in overall level of expertise, while low quality teachers were more

likely to experience a large positive change in overall level of expertise, as would be expected regarding the possible direction(s) they had to move regarding expertise level.

Thus, hypothesis 1 was rejected since relocation impacted in a similar way on the quality of teaching of both low and high quality teachers, even though high quality teachers were more likely to experience a negative change in level of expertise and low quality teachers were more likely to experience a positive change in level of expertise initially upon relocation.

## Hypothesis 2

Upon relocation, most teachers initially will experience a drop in their quality of teaching, but will learn and grow from this experience to eventually improve their overall quality of teaching.

Previous research has suggested quality of teaching declines, at least initially, when a teacher is relocated to a new school (Commonwealth Schools Commission, 1988; Department of Education and the Arts, 1994; Education Department of Western Australia, 1979; Hatton et al, 1991; Mager et al, 1986; Tainton & Turner, 1976). In contrast, however, some studies have investigated the impact of relocation on teachers whose change of schools was intended to promote professional growth (Hannay & Chism, 1985; Ricken, 1983). That is, relocation sometimes has been suggested as a stimulus for improved quality of teaching. Hypothesis 2 stems from these conjectures.

The findings of this study indicated two-thirds of relocated teachers experienced a drop in their quality of teaching upon relocation. However, for most of these teachers this lost ground was regained over time and prior-to-relocation levels of teaching quality were attained or even extended. This finding, which has been suggested by earlier research involving interviews with relocated teachers immediately after relocation (eg, Hannay & Chism, 1985; Mager et al, 1986), was confirmed by this study which sampled teachers one, two and three years subsequent to relocation. Overall, one-third of relocated teachers improved their overall quality of teaching after relocation. However, not all relocated teachers who experienced a growth in quality of teaching experienced an initial drop in quality of teaching; many experienced no drop or even a rise in quality of teaching upon relocation. Teachers who experienced a rise in quality of teaching upon relocation were not noted in previous research.

Thus, hypothesis 2 was partly accepted to the extent most relocated teachers experienced an initial drop in their quality of teaching and many learnt and grew from the relocation experience. However, those who experienced a sharp drop in quality of

teaching upon relocation were least likely to have experienced an overall growth in quality of teaching.

This study, then, confirmed, clarified and extended our knowledge of the possible outcomes of relocation on teachers' quality of teaching. Even though most teachers experienced an initial drop in quality of teaching, some experienced no change or even a rise.

### **Hypothesis 3**

Appropriate support structures will assist teachers to relocate effectively to their new school, thus enhancing their quality of teaching.

Previous research on teachers and change, work and relocation, and teachers in transition has suggested appropriate support is necessary for workers (including teachers) undergoing change if any positive outcomes of the change are to be maximised and any negative outcomes are to be minimised (California Police Department, 1993; Churchill & Williamson, 1995; Department of Employment, Education and Training, 1992; Osborn et al, 1992; Vanhalakka-Ruoho, 1994). For relocating teachers, this suggestion means appropriate support structures would assist them to relocate effectively to their new school, thus enhancing their quality of teaching. This hypothesis was accepted based on the findings of this study.

Adequate support received correlated strongly with positive relocation experience, no drop in quality of teaching upon relocation and overall growth in quality of teaching, while inadequate support received correlated strongly with negative relocation experience, a sharp drop in quality of teaching upon relocation and overall decline in quality of teaching. Thus, appropriate support structures did assist teachers to adjust quickly and easily to their new school and teaching contexts, thus enabling them to expand their knowledge and skills base. Hence, hypothesis 3 was accepted.

### **IMPLICATIONS AND RECOMMENDATIONS**

There are many implications and recommendations from this study, most dealing with support which can be provided to relocated teachers. They include implications and recommendations for school staff, schools, education systems, policy makers and teacher educators. Any similar recommendations made by earlier researchers are noted in the following sections.



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## For School Staff

School staff are in a position to provide support to relocated teachers or can be relocated teachers themselves. As relocated teachers, in order to maximise the positive outcomes of relocation, school staff can:

- be proactive in their approach to relocation;
- be positive about relocation;
- view relocation as an opportunity to extend their knowledge and skills;
- be prepared for an initial drop in quality of teaching; and
- be prepared to establish new relationships with students, staff, parents and the local community.

As non-relocated teachers, school staff can provide support to relocated teachers by:

- being welcoming and friendly;
- being communicative (as suggested by Hollingsworth, 1981; Kerrins, 1995; Mager et al, 1986; Plumb, 1995; Scherer, 1983; and Watson et al, 1991);
- being available to answer questions;
- being aware all relocated teachers will need time to settle in and require support, even experienced teachers (as noted by Guerin, 1985; Hannay & Chism, 1985; and Hartzell, 1994);
- being a 'sounding board' for relocated teachers (as suggested by Guerin, 1985; Hollingsworth, 1981; Odell, 1986; Plumb, 1995; Ricken, 1983; and Weller, 1984);
- providing subject area professional support;
- providing back up regarding pastoral care / discipline matters (as suggested by Odell, 1986);
- developing collegial networks which include relocated teachers (as suggested by Hollingsworth, 1981; Kerrins, 1995; Mager et al, 1986; Plumb, 1995; Scherer, 1983; and Watson et al, 1991);
- providing technical support (eg, in science); and
- providing necessary information, including tacit practical knowledge, to relocated teachers (as suggested by Guerin, 1985).

Thus, school staff need to be prepared to maximise the learning opportunities for relocated teachers.

### **For Schools**

Schools too need to provide appropriate support to relocated teachers, otherwise the impact of relocation on teachers and schools cannot be minimised. Schools need to be aware:

- the quality of teaching of relocated teachers may drop upon relocation, but can be regained with support (as noted by California Police Department, 1993; Churchill, 1995b; Department of Employment, Education and Training, 1992; Osborn et al, 1992; and Vanhalakka-Ruoho, 1994);
- any dips in performance of relocated teachers will impact on students' learning (as suggested by Churchill, 1995b; Hannay & Chism, 1985; and Ricken, 1983); and
- time is needed for teachers to establish collegial working relationships with new colleagues (as noted by Guerin, 1985; and Plumb, 1995).

Thus, schools need to have structures in place to provide support to teachers and they need to liaise with the department of education regarding professional development support. Schools can provide appropriate support to relocated teachers by:

- providing the opportunity for relocated teachers to visit their new school and observe classes before they relocate (as suggested by Commonwealth Schools Commission, 1988; Hartzell, 1994; Plumb, 1995; and Wright, 1987);
- allowing relocated teachers time prior to classes starting in which to get themselves oriented and organised;
- providing an induction session to disseminate information about the school to relocated teachers (the concept of organisational socialisation as suggested by Thomas et al, 1997a);
- providing relocated teachers with documentation about school policies, procedures, routines, etc (ie, explicit practical knowledge) (as suggested by Guerin, 1985; and Plumb, 1995);
- providing relocated teachers with the option of being involved in a mentoring process (as suggested by Mager et al, 1986; and Plumb, 1995);
- being aware of the needs of relocated teachers and accommodating these needs (as suggested by Hannay & Chism, 1985; and Hollingsworth, 1981);

- 
- being aware relocated teachers may need increased support with regard to discipline whilst they establish themselves in the school;
  - identifying and changing student cultures which make teaching difficult for new teachers;
  - facilitating the establishment of staff relationships through social or other events;
  - providing relocated teachers with a suitable teaching environment (as suggested by Hannay & Chism, 1985);
  - providing relocated teachers with a suitable office environment;
  - providing incoming teachers with the same opportunities as established staff to take on administrative responsibilities or acting positions if they so wish (as suggested by Hartzell, 1994; and Plumb, 1995);
  - initially providing incoming teachers with lighter administration and teaching loads;
  - giving promoted teachers administration loads in their areas of expertise;
  - initially timetabling relocated teachers onto parallel or cyclic classes in order to lighten their preparation load;
  - timetabling incoming teachers onto the same class for two or more subjects in order to reduce the number of students they are dealing with;
  - informing relocated teachers of their teaching load as soon as possible;
  - timetabling relocated teachers onto classes in subject areas and grade and ability levels with which they are familiar or for which they have expressed a preference (as suggested by Hollingsworth, 1981; and Plumb, 1995);
  - facilitating access to professional development provided by systems and teacher educators (as suggested by Commonwealth Schools Commission, 1988; Hannay & Chism, 1985; Plumb, 1995; and Watson et al, 1991);
  - providing relocated teachers with any existing teaching program documentation for their classes;
  - providing relocated teachers with teaching program documentation for previous grade levels so they can determine the knowledge background of their students;
  - ensuring school resources are well organised;

- providing relocated teachers with a catalogue of resources; and
- ensuring schools are adequately equipped.

Thus, schools need to be aware that if they do not provide adequate support to relocated teachers, the negative impact of relocation on relocated teachers' quality of teaching will impact on students' learning.

## **For Systems**

Education systems need to provide adequate support to relocated teachers and allocate a suitable budget for support programs. Without adequate support, relocated teachers' quality of teaching is likely to suffer, at least initially, and so affect the quality of students' learning. Hence, the quality of the system can be affected.

Systems can provide appropriate support to relocated teachers by:

- notifying relocated teachers of available support;
- providing counselling and stress management services (as suggested by Plumb, 1995);
- running professional development programs;
- organising support networks for teachers in similar circumstances (eg, isolated schools);
- disseminating information on the possible impacts of relocation on teachers, their work and their quality of teaching;
- implementing structures such that relocated teachers are not disadvantaged when applying for promotion or acting positions;
- implementing any transfer policy in an equitable, consultative, humanitarian and flexible manner (as suggested by Hannay & Chism, 1985);
- minimising involuntary relocations (as suggested by Hannay & Chism, 1985);
- allowing relocated teachers to have some control over the relocation process (as suggested by Hannay & Chism, 1985; Mager et al, 1986; Plumb, 1995; and Scherer, 1983);
- giving teachers a choice as to which school they are relocated to;
- speeding up transfer and promotion processes;

- following up with relocated teachers in their new school;
- providing financial assistance for costs associated with moving residence;
- assisting teachers who move residence to find accommodation, if necessary;
- informing relocated teachers of the reasons for their relocation (as suggested by Hannay & Chism, 1985);
- notifying teachers of their relocation as early as possible before the end of the school year previous to relocation (as suggested by Hannay & Chism, 1985);
- relocating teachers to a school where they already know people on the staff;
- relocating two or more teachers from and to the same schools;
- relocating teachers at the beginning of a school year, or a new semester in the case of colleges (as suggested by Guerin, 1985); and
- relocating teachers to schools, where possible, with cultures that match their teaching philosophies.

Thus, systems need to provide appropriate support to relocated teachers in order to maximise the positive outcomes of relocation for teachers, schools and the system as a whole.

### **For Policy Makers**

Policy makers are responsible for designing and introducing transfer policies and promotions systems. When designing transfer policies, policy makers need to design them such that they:

- are able to be implemented flexibly;
- minimise, or even prevent, involuntary relocation since teachers who relocate involuntarily are more likely to have a negative relocation experience and retrogress in quality of teaching upon and after relocation—other research has suggested this finding (Defino, 1984; Reed & Paznokas, 1983); and
- are based predominantly on the challenge model, with some incentives, as opposed to the deficit model (Hatton et al, 1991).

Furthermore, policy makers need to keep in mind their policies' impact on individuals, both professionally and personally (Hannay & Chism, 1985). Thus, research into the possible impacts of policies needs to be conducted before they are introduced.

## **For Teacher Educators**

Teacher educators need to play a larger role in helping teachers to cope with the adjustments required when relocated between schools so the quality of teaching of relocated teachers does not retrogress, but is enhanced. Teacher educators can provide appropriate knowledge, skills and support through preservice training and inservice training programs (ie, professional development). (For detailed discussion of how teacher educators can support relocated teachers see Cowley, 1996b; Cowley, 1998; Cowley & Williamson, 1995).

Inservice training support can be provided to relocated teachers in the areas of:

- content knowledge (as suggested by Hannay & Chism, 1985);
- curriculum knowledge (as suggested by Hannay & Chism, 1985);
- administration skills;
- behaviour management skills;
- pedagogical skills, including planning and preparation skills, teaching strategies and assessment skills;
- understanding school and student cultures;
- time management; and
- stress management (as suggested by Plumb, 1995).

Preservice training support can be provided to relocated teachers by designing courses which:

- address issues related to change and, more specifically, relocation; and
- allow for structured and sequenced multi-site practicum experiences (as suggested by Commonwealth Schools Commission, 1988).

Thus, teacher educators also can play a role in supporting teachers in transition.

## **SUGGESTIONS FOR FURTHER RESEARCH**

This research answered a complex research question, tested three hypotheses, and developed two models. However, in order to gain further insight into the areas of teacher relocation and teacher quality, further research needs to be undertaken. There are several suggestions for further research based on this study. Some of these incorporate limitations and suggestions for improvement to the methodology

mentioned in Chapter 3 (see Strengths and Limitations from page 92). There are two suggestions related to methodological issues and four suggestions related to theoretical issues.

### **Suggestion 1 (Methodological)**

This study could be extended to become more longitudinal. As such, a follow up questionnaire could be sent to participants of this study to determine the impact of relocation on their quality of teaching three to five years after relocation. This would enable determination of the longer term impact of relocation on teachers' quality of teaching.

### **Suggestion 2 (Methodological)**

This study was limited by the design of the questionnaire (see Chapter 3, Strengths and Limitations from page 92). Thus, the study could be repeated with a redesigned questionnaire which would enable multiple regression techniques to be used to analyse the data. This would provide an overview of the interactions between different variables (eg, support, relocation experience, change in quality of teaching, different school cultures, stress) on the impact of relocation on teachers, their work and their quality of teaching.

### **Suggestion 3 (Theoretical)**

More research should be conducted into the differential characteristics of novice, advanced beginner, competent, proficient and expert teachers so the model of developmental stages of teacher expertise can be enhanced. Based on this, criteria for identifying teachers at different levels of expertise could be determined for ease of use in quantitative studies into teacher expertise. Also based on this further research, models of the expert teacher, the proficient teacher, the competent teacher, the advanced beginner teacher, and the novice teacher could be developed. This would allow future research, both qualitative and quantitative, to differentiate between teachers at the five developmental stages of teaching.

### **Suggestion 4 (Theoretical)**

The issue of the impact of staff turnover on quality of teaching and learning, identified in the literature review (see Chapter 2, Staffing of Schools from page 35), is associated with teacher relocation. Further research needs to be conducted to determine the impact of high rates of staff turnover on schools and school communities, and in particular the quality of teaching and learning occurring in schools, since current research is conflicting on this issue (Commonwealth Schools Commission, 1988;

Department of Employment, Education and Training, 1992; Hatton et al, 1991; Hopkins & Stern, 1996; Loney, 1992; Sleight, 1994; Watson et al, 1991).

### **Suggestion 5 (Theoretical)**

In association with suggestion 4, the impact of relocation on non-relocated staff in schools could be investigated to determine whether or not the skills and knowledge of these teachers also are expanded due to staff relocation as suggested by Hannay & Chism (1985) and Ricken (1983).

### **Suggestion 6 (Theoretical)**

Since the findings in this study were inconclusive regarding the differential impact of relocation on teachers who relocated during the school year as compared to those who relocated at the beginning of the school year, further research could be carried out to determine whether or not relocation is more difficult for teachers who relocate during the school year as Guerin (1985) and Defino (1984) have suggested.

## **SUMMARY**

This research has answered the complex research question, What impact does relocation between schools have on teachers, their work and, in particular, their quality of teaching? To do this, the research question was split into five sub-questions—each of these has been answered and in each case, the current literature on teacher relocation and teacher quality, though minimal, small-scale and solely qualitative, was confirmed and extended. Changes in context which occur during relocation from one school to another (research sub-question 1) include changes in school environment and culture, changes in teachers' professional lives and changes in teachers' personal lives. Relocation between schools impacts on teachers (research sub-question 2) at a personal level with regard to their self-confidence, self-esteem, family lives, stress levels and health. Relocation between schools impacts on teachers' work (research sub-question 3) through increased knowledge and skills, time taken to settle in, changed time management, and changes to career. Relocation between schools impacts on teachers' quality of teaching (research sub-question 4) through an initial dip in performance which is usually regained, and quality of teaching can be enhanced. Support structures which can assist relocated teachers to adapt quickly to their new school context (research sub-question 5) are multiple and can be provided by school staff, schools and the education system.

The emphasis of this research was on the impact of relocation on teacher quality (research sub-question 4). The remaining research sub-questions provided background data and, in the case of research sub-question 5, application for the



findings of research sub-question 4. As such, the findings of this research extended the findings of earlier research to include findings on the impact of relocation on teacher quality. Only one study previously had studied this interaction, Bullough's (Bullough & Bauhman, 1995a) case study of one teacher. Furthermore, because only three earlier studies on teacher relocation were able to be considered valid and reliable (ie, Hannay & Chism, 1985; Mager et al, 1986; Plumb, 1995), and these only involved interviews with a small number of relocated teachers, the findings of this larger scale, qualitative and quantitative study validated the findings and conjectures of earlier studies.

In addition to the research question, three hypotheses were posed. Hypothesis 1 was rejected. Relocation does not impact more negatively on high quality teachers than on low quality teachers. Thus, research was challenged. Hypothesis 2 was partly accepted. Many relocated teachers experience an initial drop in quality of teaching and learn and grow from the relocation experience, but only some relocated teachers improve their overall quality of teaching. Hypothesis 3 was accepted. Support is crucial for relocating teachers in assisting them to relocate effectively and in so doing enhance their quality of teaching.

In order to answer the research question and test the hypotheses, both qualitative data and quantitative data were collected and two models were developed to guide data collection and analysis—the model of the high quality teacher and the model of developmental stages of teacher expertise. These models were developed from the literature and provided a framework for this study, specifically for research sub-question 4, the focus of the study.

Phase I of this study involved case studies of seven relocated secondary teachers. Phase II of this study involved a survey of 592 relocated teachers, from which 360 valid replies were received. The data from phase I of the study were used as a framework for Phase II of the study. The large scale of this methodology resulted in data which were valid, reliable and generalisable, unlike the data generated by previous research on teacher relocation and teacher quality.

The analysed data indicated, on the whole, that if relocated teachers are provided with adequate and appropriate support, relocation has a beneficial impact on teachers, their work and their quality of teaching, in the long run, if not initially. Without appropriate support, relocation can have a detrimental impact on teachers and their quality of teaching, and thus the schools and the system. Furthermore, if teachers have a positive experience of change, they are more likely to be positive about any future changes, whereas if they have a negative experience of change, they are more likely to be negative about any future changes (Churchill & Williamson, 1995). Thus,

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providing positive experiences of change to relocating teachers is essential for the vitality of the education system.

Overall, this research supported, clarified, confirmed, challenged and extended earlier research in the areas of teacher relocation, teacher quality and the one study (Bullough & Baughman, 1995a) which covered both areas. The findings of this research confirmed the findings and conjectures of this small number of earlier research projects which were mostly qualitative and conducted with small samples. Furthermore, this study provided confirmation that the findings of this mostly international research related to the Tasmanian context. Therefore, the findings of the research can be considered generalisable to Australian teachers, if not teachers world-wide.

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